

PERSONAL

January is the month of fresh starts and good intentions. As a believer in only making New Year's resolutions one has an outside chance of actually keeping. I have resolved this year never to travel in the same lift as Rhodes Boyson.

I was interested, therefore, to see the New Year pronouncements of our ministerial ice dancing champions Python and Dunn, and what a contrast they were. Poor Sir Monty has had to live with one Wally after another as junior ministers, and Dimbo Dunn, who must be about King Wally the Third or Fourth, skates so far away from his partner they will not even get 5.6 from the Russian judge in the forthcoming Olympic ministerial ice dancing championship. If I were Sir Monty I would want to keep him in a jar on the mantelpiece rather than turn him loose on the press.

Yet again, Dimbo Dunn has turned his mammoth intellect to his pet proposal to reintroduce the 11-plus and send the top 25 per cent of the ability range to grammar schools. I still cannot for the life of me understand why, when he proudly tells journalists that he failed the 11-plus, he is so keen to bring it back. I have myself never managed to swim the Channel. Indeed, paddling up to ankle depth on Folkestone beach is the nearest I have ever got to it. But I certainly do not

intend to urge the nation's youth to propel themselves like lemmings off the top of the White Cliffs of Dover, on the grounds that if I never managed it myself it must be good.

The early radio reports of Sir Monty's North of England speech came over at first like more ministerial nonsense, making it sound as if he was not happy with only 60 per cent of pupils being above average and wanted it to be 80 per cent. One waited for Dimbo Dunn to rush out excitedly and demand that 125 per cent perform above average.

The conference address, however, was an excellent one. It was, in fact, delivered by Sir Monty's alter ego Sir Keith Joseph, an intelligent, thoughtful and compassionate man, who has, unfortunately, allowed his double, Sir Monty Python, to make most of his speeches and pronouncements over the past two years. These culminated in the award to Sir Monty of a Fellowship at All Souls for all the cobbles he has uttered about voucher schemes which would have shunted precious public money into private schools, corporal punishment being meted out only to those children whose parents agree with it, and the need for censorship of attempts to teach children about the social consequences of science.

What was significant about Sir Keith's North of England speech was



Ted Wragg

first of all its public recognition that teachers are just as keen to raise educational standards as he is. Indeed, the reason why most became teachers rather than mortuary attendants or window cleaners (with apologies to those teachers who moonlight in these two distinguished vocations) was precisely because they wished the very best for the nation's children. It has been a gross error of judgment by Sir Monty to assume that teachers and their organizations must be hostile to attempts to raise the quality of educa-

tion. Any argument is over the means of securing improvement, and collaboration with teachers rather than alienation of them is what Sir Keith is now trying to achieve.

A second matter of great import was the proposed shift in public examinations towards greater use of criterion-referenced tests which was given so much publicity in the press reports, though there is not as much difference between these and norm-referenced tests as is being claimed. After all, if everyone passed the driving test there would be public clamour for the "absolute" standard to be raised, and so-called norm-referenced tests are full of criterion-referenced items, like the ability to add two-digit numbers or multiply a fraction by a decimal.

Sir Keith is probably hoping for too much from the reform. It will not, of itself, reduce boredom. In the case of music exams, where graded tests have been in use for years, it is hardly true that all those learning the piano are shredded with total ecstasy about it. Incessant practice of narrow criteria, like pounding out scales and arpeggios, and practising mediocre set pieces, has narrowed and even killed the joy of learning music for many children. When the imaginative preschool programme called Project Headstart was launched in the United States, some supporters claimed it would cut mental retardation by half.

Many critics gleefully blasted it as failure when it did not achieve its aim. It would be a pity if Sir Keith's interesting and worthwhile aspirations met a similar fate.

The third highly significant part of Sir Keith's speech was his public recognition that teachers work hard and that children are achieving more success over a broader spectrum than was the case 20 years ago, a point regularly made in HMI reports but not in ministerial speeches.

I have met Sir Keith Joseph once, Sir Monty Python once, and the two of them together once. It is a strange experience to talk to this hunted, passionate man, who suddenly jabs his finger at you and poses either as intelligent or an utterly dull question.

The senior administrator who was asked "Are the primary schools in your county really 'tigers'?" is still an intensive cure from trying to fill his brain of information about 400-odd primary schools inside a few seconds. I shall continue to lampoon Sir Monty, but like Sir Keith, it would be a pity if he now got the boot, not for the antics of his Quixotic twin, but for his honesty in admitting he was wrong and his willingness to recognize what teachers have achieved. He must have known his critics would pillory him for his change of heart, and that many of his supporters would not forgive him. His courage should be applauded.

DIARY

Roundhead with a cavalier disregard for staff relations

I find myself addressing one more DES regional course for heads and deputies. I understand that Sir Keith Joseph believes that in-service training of this kind gives heads management skills in general and, in particular, improved ability to identify incompetent teachers and get rid of them. If he knew the particular advice that I was purveying, he might well wonder whether the public expenditure was calculated to further his policies; and, no doubt, had Lady Caroline Cox been there, she would have reported me for political indoctrination in the classroom.

The lady doth persist too much, methinks. I switched on Channel 4 the other day to be rewarded with her talking head on one of those five-minute "be as biased as you like" political indoctrination spots, which come as blessed relief after 30 serious minutes of esoteric news.

She was advocating, for this year of grace, 1984, children informing on their teachers and urging parents to report any evidence of subversion to the governors, and, failing any success in that direction, to their local MP.

I don't know how seriously parents will take this election call to inject some Roundhead zeal into the delicate mechanisms of the teacher-pupil relationship. But I do advise Sir Keith, now he has entered on one of his sensible and lucid curricular phases, that if he seriously wants that cooperation with the profession that he is pledging for, he should do something to curb the McCarthyite wing of his party before it gets quite out of hand.

The Lady Cox was particularly proud of her attempts to orchestrate, with MPs, a Bill to change the 1944 Education Act and make the indoctrination of children illegal. Her chief acolyte is Mr Edward Leigh, the new MP for Gainsborough, who has sponsored an Early Day Motion advocating this new criminal offence, and was recently taken to task for doing so by Mr Philip Payne, an Essex Inspector in the correspondence columns of *The Times*.

The teaching profession, I hasten to add, can relax. Almost without exception, Early Day Motions lie on the table and then, like the considerable dust they have accumulated at the end of each session of Parliament, are forgotten. But the trend is a disturbing one. I had thought that anyone who said that objectivity is an elusive quality on which to legislate, or that a headmaster

is another's impartial explication of the truth.

To the extreme Right, studies in Peace and Women are essentially biased. But I've always regretted that such little English history as I learnt at school seemed to consist of an interminable series of colonial wars which were all fought by men and which we always seemed to win. It induced a certain chauvinism, which it's still taking a lifetime to shed.

Bad law on the good book

But Caroline, it seems to me, also has another problem. Written into the 1944 Act is a bounden duty to indoctrinate children in religion, a bias of which I understand Lady Cox to be in favour.

I never felt this compulsory provision for religious instruction to be a particularly helpful part of our curriculum, and I find that many of the heads I meet on DES courses seem to agree with me. I always felt that it was rather immoral in the primary school because the children couldn't answer back and pretty useless in the secondary school because they did.



Harry Greenway

Captive students

Harry Greenway's other enthusiasm is prison education, and it was almost solely due to him that the Select Committee in the last Parliament decided to take evidence and - with Sidney Heaven, the former ILEA inspector, as their adviser - to produce the first-ever parliamentary report on the subject. Which is why it is a pity that the Government has just produced such a sour and negative reply to it (HMSO Cmnd 9126).

Crimes are not under a duty to provide education, but prisoners (unless they are under 18) have no right to benefit from it. Yet thought they should have, but the Government rejects the idea. Their convoluted reason? Ordinary members of the public do not have the right to a primary education, and



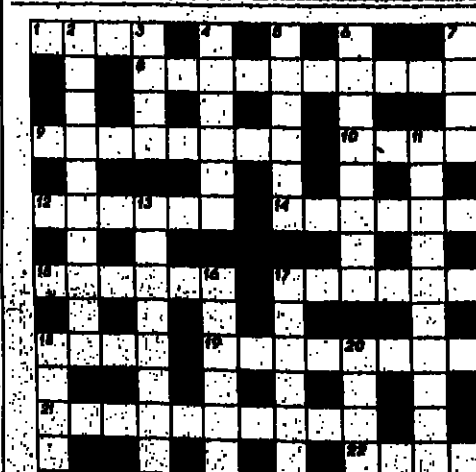
Prison education... a duty only to provide.

But I assure Lady Cox that she can relax, secure in the knowledge that religious instruction is safe in the hands of the new Select Committee. Mr Harry Greenway, one of the survivors from the old committee, is a well-known enthusiast. I could never completely control his idiosyncratic wit and wisdom on the subject ("Jesus was a Conservative"), but he will now have to operate under the very much sterner ecclesiastical discipline of "Bishop" William van Straubenzee, who at long last has been formally elected to the Chair and entered into his inheritance. The public relationship over the next four years between Straubenzee orthodoxy and Greenway evangelism should be a treat to watch.

Though the Home Office only has tenuous control over some of its prison governors, I hope it wins on this one.

Christopher Phillips

No 136 CROSSWORD by Ruth



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5. Eager to change a trend (6)
6. Manage to show the way (6)
7. People meeting pipes? (6)
8. Ernest has the makings of a writer (6)
9. A new wing (4)
10. When darkening skies are twinged with gilt (6)
11. New? (6)
12. Still line for the artist? (10)
13. Not the top team (4)

Down
1. Do as you're told and become a priest (4)
2. Pedestrian walkway (4)
3. Lines for a child (4)
4. Give protection, though set up before the time (6)
5. Talk with others having an opposite view (6)
6. A marginal advantage (4)
7. It's used to watch (6)
8. Trust power? (8)
9. Tense, police, doesn't relieve (4)
10. Times for working men (6)
11. Further clues in (4)
12. Final date in the calendar? (4)

Across
1. Game, unavailable for women (4)
2. No. 1 priority policy, beyond the scope of the director (5,5)
3. Five as it may be; it may come to a stop (6)
4. If they hold the garden spray (4)
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12. Still line

Take over or subversion?

The White Paper on Training for Jobs announces a Manpower Services Commission take-over bid for 25 per cent of "work-related" non-advanced further education. At present i.e.s spend £1.2 billion on NAFE. Of this a third goes on non-vocational courses such as those for O and A levels and traditional forms of adult education. This leaves £800m for the work-related NAFE of which MSC now funds about £90m. Next year, 1985-86, MSC's contribution will go up to £155m and the year after it will rise to £200m. Over the same period, the rate support grant will be reduced in direct proportion to the MSC increases.

The White Paper is one of those composite essays designed to fit together the pieces from a number of different jigsaw puzzles and advertise success in as many directions as possible. Thus, the technical and vocational education initiative, the reform of the 16-plus examination syllabuses, the certificate of pre-vocational education, the youth training scheme and now the MSC take-over of NAFE are presented as if they were all part of a consistent policy for training.

The White Paper is a combined effort by the Department of Employment, the DES and the Welsh and Scottish Offices, but the inscription is what matters - Training for Jobs. The MSC take-over effectively incorporates large sections of vocational education within the "training" fold. Presumably this means that Mr Peter Morrison's narrow view of what is appropriate educational material for courses will apply, unless he has learned from earlier mistakes. The MSC will now be the arbiters of these matters, subject to such ministerial ukases as they receive from Mr Morrison or anyone else. An enhanced role for the MSC is spelled out in its designation as "a national training authority". What the new grandiose title means in practice is not clear, but it seems horribly likely that we shall all find out soon enough.

There are two separate sets of questions to raise about this new plan. The first concerns the plan itself

and what it means for a large tract of further education. The second concerns the manner in which the policy has been announced and what this means for the i.e.s and for the colleges.

First, the plan itself. This can only be seen as yet another move to centralize power in education and to "secularize" it - not in the old sense of excluding the churches, but in the new sense of excluding any other than purely instrumental considerations relating to economic functions. By putting a large section of FE squarely into the box marked "training", the Government is making a categorical statement about the purposes of education. The local authorities developed their technical colleges in close association with local industry and commerce; the colleges developed their own industrial advisory committees, and the millions of teaching hours in vocational courses which have resulted speak for themselves. But i.e.s have done this as part of an all-round programme of primary, secondary and further education. Now the Government have rent the seamless garment - they have pulled at the threads at which the MSC had sedulously been picking. Local authority responsibilities for FE will never be the same again, and the idea of a genuinely comprehensive education service, which is at the same time capable of upholding the ideal of individual development and the needs of industry and commerce has been devalued.

If 25 per cent of employment-oriented NAFE is to be provided by the colleges as contractors to the MSC this will come to dominate the minds of those who plan the courses; they will have to look to MSC for any development. Knowing on which side their bread is buttered, they will act accordingly. Similarly the i.e.s and their officers will cease to have any interest in building up their own share of the work in this area, reckoning that it is the MSC which has the money to invest, not the i.e.s whose RSG is to be docked, step by step.

It is not clear at this stage how tertiary college developments will be affected by the MSC build-up

It is important to ensure that the new division of NAFE is not allowed to set back the spread of schemes aimed at integrating vocational and non-vocational education. Such schemes are obviously consistent with the ideas behind TVEI. Artificial divisions within FE must not be allowed to damage them.

The second set of questions relate to the manner in which the new policy has been revealed. Why was there no consultation with the authorities and the colleges? What was there to be lost in taking counsel together? Was the Government so convinced that they could not learn anything from others with more experience in this field? Did they labour under the misapprehension that the MSC was the final repository of truth on these matters? Or did they fear that if they had to justify their proposed scheme to their friends and opponents in local government - who would be bound instinctively, to oppose it - their nerve would fail and they would be driven off their Napoleonic course into something more reasonable?

Whichever way you look at it, this is a giant's stride towards the nationalization of further education. This goes far beyond anything else to brand the local authorities as mere agents of a quango responsible to the Department of Employment. This is yet another of Sir Keith Joseph's painful sacrifices of principle in the face of the Whitehall power struggle, another nail in local government's coffin alongside rate-capping and draconian penalties for arbitrarily defined over-spending.

Of course, the local authority associations are up in arms. The Government probably feels it is in so deep with the authorities already that this bombshell will not signify. This could be a mistake. The arrogance which lies behind the way these announcements are sprung on the world is the arrogance of office, "the proud man's contumely". This, and the resentment which it generates is more likely to bring this government down than anything which any of the opposition parties look likely to do.

COMMENT

Is it too late for the Class of '62?

Was this week's Thames Television documentary, *Class of '62*, a stunning indictment of the schooling we offer to girls? Or an urgent plea for many more education and training opportunities for older women? Or both?

The film followed the fates of girls who had left Sandford County Secondary School, in Leeds, 22 years ago. The girls were in the top stream of this secondary modern, and were potential high achievers.

As women they were bright, lively, articulate and opinionated. But they had, almost without exception, done nothing in any formal sense to develop their abilities.

No details were given of their O level passes. Instead the class's progress was measured out in marriages (30), children (36) and divorces (9). It rapidly became apparent that as girls they had never once given thought to their futures beyond men and marriages and that many were now reaping the frustrating legacy of this short-term horizon. At least two were divorced mothers, trapped in poverty and loneliness; while for those whose children no longer needed full-time attention there was an emptiness crying out to be filled.

What was it about their school that had failed to touch these girls so totally? Why had they, at 16, no sense of their worth except as future wives and mothers?

A quick answer could be that these girls were married with children before ideas of the women's movement be-



The Class of '62: their longing for education and training has yet to be fulfilled.

of breaking the mould.

Perhaps, in the short term at least, schools need to face up more fully to the reality of most girls' lives, not ignoring their imminent futures as full-time mothers, but forcing them hard to think both through and beyond that. But what shape one of the films was the women's great longing for adult education and training. All the concentration, commitment and self-assertion that had been lacking at 16 was in bud by 26, in full bloom by 36.

Yet there are not the facilities to meet this need, and those that there are, are being threatened by course cuts and college mergers.

Dennis, a battered wife now working as a waitress, had just got her O level English language (A grade) and sociology, and was planning to battle on to become a teacher. Margaret, on the other hand, married to a Swiss jeweller, was channelling all her dissatisfaction into a last frantic fling around the local disco.

Dr Muffett as Solomon

With his customary free-wheeling and brilliant generalization, Dr Muffett of Hereford and Worcester Education Committee has calculated that his authority will be able to employ 25 remedial teachers, two more educational psychologists, and 50 extra teachers for curriculum-led staffing as a result of his decision to abolish schools meals (page 8).

Posed, as Dr David Muffett puts it, as a choice between teachers in the classroom or meals in school, there is no doubt that some sort of Solomon's judgment is called for. For that way it is almost impossible to find for an i.e.s. so balance educational good against school meals good.

But is Dr Muffett asking the right question? Is any authority forced into that particular choice, which begs all the questions about the links between a child's physical well-being and its performance in the classroom?

against the education/social divide problem because the Government has persistently ducked it. The present Education Secretary is quite clear that welfare should not come out of the education budget, but that only answers half the question.

Maybe it is in the end academic which pockets the money comes out of, but now, as Dr Muffett with some justice points out, even cost-conscious and loyal authorities are being so penalized by arbitrary targets that they are being driven to just such undesirable choices (which also neatly sidestep the supervision issue).

The DHSS has been monitoring the effect of the 1980 Act (which renewed the obligation of i.e.s. to provide school meals) on the health of children, but no findings are available yet and many of them will inevitably be long-term. So far three authorities have dropped primary school meals without any noticeable outcry from parents, but the proposals in Hertfordshire and Hereford that could affect secondary-age children from next September are bound to have a far more noticeable effect both on the children and their local community.

Will parents get used to supplying lunch-boxes? Will the children roam free in the lunch-hour in search of local chipmunks? Will they return in good heart and mind for the afternoon lessons? Is it anybody's job to find out?

no comment

"The issue of corporal punishment has left us. We have made an attempt to introduce peace in our schools. We have asked the teachers to keep their hands off our children and the children not to assault teachers. We hope it will provide a better atmosphere."

Second opinion Following in Scottish footsteps

It is unusual for English education to pay heed to what goes on north of the border, other than by a patronising nod in the direction of the supposed superiority of the Scottish system by which is meant a tribute to "Ladies' Pairs" trekking off to the four ancient universities with sacks of meat on their shoulders.

So when Sir Keith Joseph lately gives credit to the Munn and Dunning plans for the future of the Scottish system, observers north of the border do not know whether to stare in awe and wonder, or to smile wryly.

The wry smiles would come from teachers wrestling with courses which have to be introduced next August. The new standard grade of the Scottish Examination Board is start replacing O grades in 1986; the mass of writing of the two-year course is under way.

That is especially so for the Forth level, the courses and exams aimed at the least able pupils, those who at present leave school with a certificate. Teachers are 'university' keen to give such pupils an incentive, but they resent being asked to spend hours of their own time in devising suitable materials while having to follow their ordinary teaching load.

The Scottish Education Department told local authorities that an extra 50 per cent could be added to the secondary teaching force for the Munn and Dunning reforms. But authorities are already staffed above the level which the SED's calculation is based; so in most schools there are extra teachers.

There is also concern about the gap between philosophy and practice. The Munn committee on the curriculum reported in 1977 with an analysis of eight modes of learning from which would flow core curriculum for all pupils, giving them a rounded education.

By the time the Secretary of State for Scotland had authorized the plan for the changes, the core had been reduced to three subjects - English, mathematics and science. To be fair, however, many schools see themselves remaining faithful to the Munn ideas.

More serious perhaps are the problems surrounding certification. Sir Keith has embraced certification as a way of ensuring that as many pupils as possible reach a defined standard. In Scotland the target is about "grade-related criteria".

But the result is reams of papers and a fear that subjects like English will be constrained by trying to confine the indefinable, such as what constitutes an imaginative essay.

For most subjects pupils will sit standard grades at one of three levels - Credit, General or Foundation - and will be assessed on a scale of one to seven.

The theory is of a single certificate, with levels of attainment, not of pass or failure. The Secretary of State spoke of that by linking scale three of the new exams to the "pass" point on the O grades.

In the interests of showing the outside world that standards were being maintained, he insisted that the level must be interpreted as pass or fail in the new exams. That could destroy the hope that the Munn and Dunning reforms would introduce comprehensive certification.

Last autumn the DES sent inspectors to Scotland to look at schools piloting the new courses. No doubt they were preparing the way for Sir Keith's speech, and presumably they were convinced that the optimism among Scottish educationalists weighed the qualms and scepticism.

Willis Pickett

SHA urges big changes in choosing heads

by Richard Garner

Radical changes to the way headteachers are appointed will be put forward by one of their unions this month.

The 3,000-strong Secondary Heads Association will recommend that appointing panels should not place such great emphasis on interviewing candidates and that each panel member should prepare a report giving reasons for his or her choice of candidate rather than making an "on-the-spot" decision.

The alterations to the system, which the SHA says are needed to combat "the haphazard nature of recruitment practices" within different local education authorities, will be put to a national conference on the selection of headteachers, organized by the Department of Education and Science. It will take place on February 27.

The SHA adds that the lack of adequate appointments procedures is one reason why headships of major secondary schools are attracting "comparatively small fields of applicants". Members expressed concern over this at last year's annual conference of the union.

A paper to be presented to this month's conference says: "We wish to raise a number of questions. Is it now time to institute regular staff appraisal as part of the procedure for identifying and promoting leadership potential? Should the management courses now being developed become part of a recognized route to the senior posts?"

It recommends that existing staff, including the retiring head, should be involved in selecting the replacement, and questions the value of placing so much importance on interviewing candidates.

It says of interviewing panels: "To avoid the dominance of a single powerful figure, a structured report should be asked for, from each member of the panel. There seems little merit in always insisting that a decision should be

reached on the spot. Twenty-four hours for reflection might very well produce more thoughtful outcomes."

In a pamphlet produced by the SHA called "The Selection of Secondary Heads: Suggestions for Good Practice", the association adds: "In the absence of any agreed means of identifying potential heads, some of the larger i.e.s. - through their administrative and/or advisory service - collate information about teachers who are suitable for promotion."

"This information is only useful in comparing candidates if they all come from within the authority. In comparing internal and external candidates, its usefulness might militate for or against a candidate in a random way."

"A good local candidate will be known, wars and all, while a less good outside candidate may be regarded as a paragon for lack of information to the contrary."

The pamphlet says that while there is nothing to be gained by uniformity of practice throughout the country, a common application form for all headships could be drawn up by the Council of Local Education Authorities after consultation with teachers' unions.

It adds that "no aspect of the appointment of heads is more in need of review than confidential references", saying that reservations expressed in a reference can often be interpreted as "the tip of an iceberg of inadequacy".

It continues: "As a complement to confidential references, a senior education officer or adviser might visit selected candidates in their present school in order to discuss with them and perhaps observe at first hand some of the tasks they at present perform."

The practice of interviewing candidates in alphabetical order is questioned - "It can be a demoralizing experience for the Yates and Yorkes of the profession".

ILEA to defy Thatcher by pushing up spending

by David Lister

The Inner London Education Authority is to increase its spending by 7.5 per cent, despite a renewed call by Mrs Thatcher for major cuts in its spending.

The authority will announce next week an increase in spending from £200m this year to about £213m for 1984-85. However, it is expected that the increase will be less than 4 per cent below the level of inflation - with the rest of the money coming from savings and changes in rateable values.

But although Labour politicians are taking considerable pride in keeping the contrast between what the ILEA thinks it needs to spend and what the Government thinks it should spend, even Mr. Giddens, the Prime Minister's spokesman, has said that the authority should make a 5 per cent spending cut.

Indeed if the ILEA were to spend next year at their 1983 level, related to the level of inflation, it would mean a 42 per cent cut in spending from the planned £213m to £233m.

Senior officers, including education officer Mr William Stubbs, are now being asked to be seriously concerned about the advice the Prime Minister and her Cabinet colleagues are receiving from the needs of inner London.

Willis Pickett

NEWS

Teachers' unions seeking increase of at least 7.5 per cent Slow progress on pay talks

Talks on this year's teachers' pay claim got off to a slow start this week.

Teachers warned that anything less than a 7.5 per cent offer would mean them slipping further down the national pay table but Sir Keith Joseph, the Education Secretary, emphasized that their pay increase "must be kept to an affordable level".

All that was achieved at a meeting of the Burnham Committee, which negotiates teachers' pay, was an agreement to hold more negotiations on February 29 - by which date the authorities will be ready to make the teachers an offer they are likely to refuse.

However, it did become clear at Monday's meeting that there would be no progress on restructuring salary scales during this year's pay negotiations, and that a pay offer of 3 per cent, in line with the Government's pay targets, would be rejected by the teachers' leaders.

Mr Doug McAvo, deputy general secretary of the National Union of Teachers, who is leading the teachers' side, said he had drawn the local authorities' attention to the pay data report - details of which have already been published by *The TES* - which showed that teachers would need a 31 per cent increase to bring their pay up to the level set by the 1974 Houghton inquiry.

He pointed out that one of the documents in the report revealed that a chemist who spent his or her lifetime teaching could end up £130,000 worse

off than if they had spent their working life in industry.

"Even taking just the last two years, there would have to be a 16-17 per cent increase for teachers to keep pace with average earnings of non-manual workers," he added.

The teachers had asked for a "substantial" rise as part of a phased return to Houghton salary levels. "But we would need well in excess of 7.5 per cent this year. That seems to be the increase in average earnings."

On salary restructuring, Mr McAvo said: "We have taken the view the timetable is not likely to enable progress on structure to be reflected in this year's submission."

"Even for a 1985 agreement, we would have to complete the structure working party discussions and reach agreement in the Burnham Committee by June of this year. Our claim reiterates the need for a structure review to be completed in the first half of 1984."

After the meeting, the local authorities said it had been agreed by both sides before the meeting that no offer would be made at it. They are compiling a 200-page report on their ability to meet a pay claim which will eventually form part of the pay data working party report.

However, Sir Keith Joseph, in a weekend speech in his constituency, said: "In education the Government's expenditure plans for 1984-85 allow broadly for the maintenance of current policies. The proviso is that pay increases must be held to an affordable

level.

"Any excess will inevitably make inroads into the money available for other purposes such as books, equipment and maintenance or for other locally-provided services."

"Worthwhile changes which produce a better managed and motivated teaching profession will have my full support. But working out new structures takes time and the earliest that a new scheme could possibly be in place is the 1985-86 school year."

"For the immediate future, and at a time when inflation is low and still coming down and when the burden of getting the country to a sustainable competitive base is being borne by the unemployed, I believe that employees with relatively secure jobs - like teachers - should be willing to settle for realistic and affordable pay increases."

Teachers' leaders believe the i.e.s. are waiting to see what the council manual workers settle for. They have been offered 3 per cent.

Meanwhile, the issue of whether the Professional Association of Teachers, the union whose members pledge never to go on strike, should be represented on the teachers' side of all the working parties was raised again.

Sir John Wordie, the Burnham Committee's independent chairman, has said he feels it is "probably unconstitutional" to refuse them a seat. The teachers' organizations have agreed to consider his remarks.

Brighton loses middle schools

by Biddy Passmore

The inexorable decline of the middle school continued this week with the approval by Sir Keith Joseph, the Education Secretary, of a plan involving the disappearance of all 29 middle schools in Brighton and Hove.

The plan, agreed by East Sussex County Council more than a year ago, will mean the end of all 8-12 schools in the town and district, but a transfer at the age of 11 to the arrangement of the rest of the county. The change will take effect in 1985.

East Sussex is one of a number of authorities - others are Cheshire, Wirral, Staffordshire and Lincoln - which have opted for this solution to

the problem of falling rolls, partly because it avoids contentious secondary school closures.

The Brighton and Hove scheme will cut out up to 4,000 surplus places, mostly in the secondary sector, without closing a secondary school.

But local support for the schools was strong. The county council had originally planned to close them, but a strong disposition from teacher unions and a vigorous parents' campaign, that was reduced to one, Connaught School, which is to close in July.

Others will reopen either as 7-11 junior schools or as merged 5-11 infant and junior schools.

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Slow march towards the sound of gunfire

I start with two disclaimers, neither of them disingenuous. First, I do not sit on the Burnham Committee or the Council of Local Authorities/Schoolteachers' Working Party, and therefore do not write from special insider knowledge.

Second, what I am about to argue does not necessarily (or even) represent the views or negotiating stance of the other teachers' unions. That is not to say that I mean to indulge in heresy, semi-licensed by the safe public perch of this column; merely to make the point that what follows is mine alone and written without the ambition to influence events or the claim to reveal them.

After Monday's Burnham meeting it

is inevitable that in the immediate future, discussions about the way teachers' salaries are structured will be conditioned by the 1984 Burnham talks rather than the other way round. That state of affairs is not only illogical but profoundly unhelpful. It is, however, a situation into which both teachers' and management sides are tightly tied - predictably enough they have been unable to wriggle free.

Neither side is wholly to blame: both will indulge total recalcitrance to the other. There is the historic way of explaining one's case to one's own troops, of stiffening their current morale, and of keeping the powder dry for future battles whatever the outcome of the present skirmish.

The military metaphor I use is neither accidental nor gleefully bellicose; it is drawn from the ritual language of pay negotiation whether it involves teachers or not. I make no comment about the usefulness of Anglo-Saxon attitudes, save to observe that both sides strike them for want of better alternative. There is always the risk, however, that either be pushed or slide into doing as though the language of the argument were literal rather than figurative, egged on as often as not by the media camp-followers.

This year the management panel will predictably argue its incapacity to pay more than the Government's 3 per cent norm for salary increases, and that, with equal certainty, the teachers' side will assert its incapacity to accept anything less than substantial improvements, as yet unsecured, but using evidence from the pay data subcommittee's report as clear proof that salary levels since the 1974 Houghton Report have slipped even more than hitherto alleged.

It is hard to see how either side will unlock itself from the resulting arm-wrestling bout, despite their joint professions of arbitration who only last year expressed such disapproval of the lack of real negotiation within Burnham. (An audible sigh of relief

Peter Smith (right) fears that talks on salary restructuring will again be bogged down by policy stances and pay claim rhetoric



what Houghton had diagnosed a decade ago). Incidentally, I do not think that such impasse, even when the rule rather than the exception, provide a self-evident case for abandoning Burnham - but that is another argument.

Immediate progress on restructuring salaries is therefore likely to be slow, the point of imperceptibility: the large, complex issues will be pushed to one side by the seemingly more pressing priority of fixing the current rates: far more important, because the major structural changes, which both sides acknowledge to be essential, cannot be achieved at a cost of 3 per cent or anything like it. The stark truth is that for short and long term reasons the I.e.a.s. are in no real position to negotiate, because they have nothing to bargain with; at best they are bidding for a Rolls-Royce with the downpayment on a moped.

So, the current answer to the question "Where do we go on salary structure?" is, nowhere fast. After all, we haven't agreed a direction and, in any case, we haven't the transport. However, a failure to work towards agreement is to plan for crisis. The fact

that nearly two-thirds of the teachers employed by I.e.a.s. earn less than the national average wage, the fact that the promotion and career scheme for the vast majority is a folk myth dimly recalled from the sixties; the fact that teacher immobility would be almost total but for retirement, premature or otherwise; and reorganization compelled by falling rolls, all produce a stagnation which is bad for the service, schools and teachers.

What is more, they constitute the single greatest obstacle to achieving Sir Keith Joseph's aspirations for an educational system, whether or not terms in which he outlined them. "Whatever the realisation, therefore, of the need to work on re-structuring salaries, the fact remains that the

apparent progress in 1984, frustrating though that would be, and not just for the negotiators. It is far more likely to be that both sides will remain the captives of their own rhetoric, incarcerated by their policy stances, and the victims of the need to be seen to win hands down.

Let me explain what I mean. The paper on the reform of the primary and secondary salary structure, prepared by the management side and under current discussion, rests on a number of assumptions, rests on a number of aims which are clearly very difficult indeed for teachers' representatives to accept.

The first is that there is a large number of incompetent teachers for whom the probationary requirements were an inadequate screen and that, as things are at present, it is almost impossible to dismiss an incompetent teacher. Three years' service on entry grade, with a test of professional competence and long-term career potential before progression to a main professional grade would remedy or avert the problem.

The second arises from concern that teachers' contracts, itemizing no specific duties beyond the traditional requirement that they should perform what may be "reasonably required", are, in reality, blank cheques on which the individual may enter as high or low a figure as he thinks fit from time to time, with reserve licence (and licence) to haggle over what is voluntary contribution of effort and, in the ultimate, to stop paying it if the mood takes him.

Crudely put, the intention is to tie down teachers over what exactly it is they are paid to do, and to tie them even tighter once promoted above the present Scale 1, and to seek to answer the question as slippery from a bewildered educationalist as from an astute industrial tribunal chairman: "What can teachers' employers insist on?"

The third, and related, aim is to remove uncertainty about the extent of the teacher's obligation to supervise children outside the framework of the established school day and in particular over the lunchtime period, with problems raised with service and access that impinge on the school day.

proposals put in parliamentary language implied allegations concerning far less courteous terms elsewhere that teachers' contracts are, after all, in and in post he's there for the there's no real way of rewarding the conscientious and no chance of making the useless.

Now if I don't answer these accusations convincingly, it isn't because I can't think of appropriate responses. It is not the challenge. The challenge is that these accusations about the teaching profession, in their deep populist appeal, live, in spite of evidence to the contrary, to go away over a very long period. That the beliefs they reflect, however, I.e.a.s. badly rattled is a reality teachers have to acknowledge, and hard shavenness will not of itself suffice to local politicians in a position to demand a service which even the most ardent hostile want to vindicate.

But if it is necessary for teachers to empathize with the employers' worst fears are invalid because are safeguards sufficiently powerful to prevent their being realized, it is equally important for the employers to understand that teachers cannot be a one-sided bargain.

It really is wholly unrealistic to expect teachers to be parties to an agreement where the bargain is entirely one way in a time when the I.e.a.s. are so badly rattled. It is a fragile and when the most cautious of themselves to be poorly ill-regarded, and often under impossible pressure. The employers will have to respond to demands for the unwritten parts of their contract, the obligation are spelt out. What they say to about class sizes, O-levels, class contact ratios so on, and so on, even the most committed teachers will be unable to give their best?

To what extent can the employers' concerns about competence be related to the teachers' requests for professional induction and subsequent training, adequately funded by the money, a plea repeated over and over in the now dust-dusted James Report?

It is a deeply ingrained tradition of negotiation between teachers' and I.e.a.s. should be characterized by mutual suspicion and overt antagonism. It is not a tradition which has been obviously productive from either point of view.

There are two possible outcomes of the discussions about salary structure. The first is that a bogged arrangement will emerge because history will repeat the impossibility of change. The second is that both sides will be courageous enough to put the right into the pending tray and attempt to secure a detailed consensus about teaching can become a process which both providers and consumers can jointly defend.

There is sufficient common ground to realize that objective. But is it the will?

Peter Smith is deputy general secretary of the Association of Teachers' and Lecturers.

Sixty I.e.a.s. now part of the TVEI scheme

by Mark Jackson

Sixty more local authorities are to join the Manpower Services Commission to introduce technical and vocational courses into their schools. This brings to 60 the number of authorities in the Technical and Vocational Education Initiative programme.

The 22 authorities in England and Wales who submitted unsuccessful bids for inclusion in this extension of scheme - a four-year programme of MSC-funded pilot projects in schools and colleges - are unlikely to get a further chance.

But Scottish authorities - excluded now because of initial hostility to the scheme by the Scottish Education Department and the teacher associations - are being invited to put forward proposals for an extension of the programme north of the border later this year.

Although all the Welsh authorities are now in the programme, the biggest English cities are still poorly represented. The Inner London Education Authority, Manchester, and Liverpool stayed out of the bidding; and although 13 out of the 20 outer London boroughs put in proposals this time, only three of them have been successful.

Only one London borough, Enfield, is among the group of authorities already operating in the programme. Mr David Young, the MSC's chairman, said last week that he thought that many of the outer London authorities were really too small to be able to meet the strict criteria of the scheme; since the bidding for inclusion in the extension - unlike the earlier phase of the programme - had not been competitive, and the Commission had approved all the proposals that met its requirements.

There was little point now in inviting authorities to bid yet a third time, and he did not think that the programme would be expanded again.

The reluctance of some of the big Labour-controlled authorities to join in the pilot programme is in part at least due to the fears on the Left - shared by many others in the education service - that it was an attempt by the Government to reintroduce selection in a new guise.

But Labour Party opinion has been moving towards a cautious approval following the discovery that most of the projects already operating have been carefully designed to cover the whole ability range, and that they are pioneering curriculum change in the direction which Labour itself has been advocating.

The National Union of Teachers, however, which originally welcomed the TVEI, appears now to be moving in the opposite direction. Its assistant secretary, Mr Doug McAvoy, said this week that there was serious doubt about the educational and vocational quality of a number of the new batch of projects which had been prepared without consulting the teachers.

He warned that if teachers did not have confidence in the schemes then the value of the TVEI was questionable.

Those added...

The English and Welsh authorities which have been added to the programme are: Berkshire, Bolton, Buckinghamshire, Bury, Cambridgeshire, Cheshire, Cleveland, Cornwall, Coventry, Croydon, Cumbria, Derbyshire, Doncaster, Dorset, Dudley, Durham, East Sussex, Essex, Gloucestershire, Gwent, Gwynedd, Hampshire, Havering, Isle of Wight, Kirkcaldy, Leeds, Lincolnshire, Mid-Cheshire, Newcastle, Norfolk, North Tyneside, Northamptonshire, Northumberland, Powys, Richmond on Thames, Shropshire, Solihull, Somerset, South Tyneside, Stockport, Suffolk, Sunderland, Surrey, Tameside, Warwickshire, and West Glamorgan.

The 14 I.e.a.s. already running projects are: Barnsley, Bedfordshire, Birmingham, Bradford, Clywd, Devon, Enfield, Hereford and Worcester, Hertfordshire, Leicestershire, Sandwell, Staffordshire, Wigan and Wirral.

Teacher training should take eight years - NAS/UWT

by Bert Lodge

Education and training a teacher should take up to eight years, says the National Association of Schoolmasters' policy document published this week.

The probationer should spend three years in school before obtaining qualified teacher status and the Bachelor of Education degree should be phased out, the union says.

Four years leading to a BA or BSc degree should be followed by a Postgraduate Certificate of Education before a further three years spent in school. The first two years of the probationer would have a lightened workload and be paid from central funds. Only after a further year of teaching, a full timetable would be assessed - and if successful would come on to the Burnham salary scale.

The document, positive and pre-emptive in tone, endorses many of the proposals for improving the training of teachers made in the 1983 White Paper, *Teaching Quality*. It calls for training teachers to sit on selection panels to school teachers should go to school and all teaching at regular intervals for at least a month before beginning training.

Selection procedures should be efficient enough to identify within the first few weeks students who have a genuine aptitude for teaching.

A national professional body should be set up to monitor and validate the professional competence of teachers. The body would be responsible for the training of teachers and for the selection of teachers for the profession.

The NAS/UWT, Hills Court Education Centre, Rose Hill, Rednal, Birmingham, 45.

Sir Keith backs Catholic reorganization

The Catholic reorganization scheme of the Diocese of South London, involving eleven 11-18 comprehensive schools, has been approved by Sir Keith Joseph, Secretary of State for Education, and a third, Chelmsford College, will become the site of the sixth form college. The remaining eight will become 11-16 schools.

The commission had proposed that implementation of the scheme should start this year. But the Department of Education points out in the letter that it is now too late to do that and suggests a year's delay.

L.e.a.s plan less help for polys

by Karen Gold

Polytechnics and colleges whose budgets were boosted in the past by their local education authorities will find them much less helpful in the future, according to a survey by *The Times Higher Educational Supplement*.

More than a third of 75 local education authorities asked about their "topping up" for next year, 1984-5, said that it would be at a lower level than this year. At least six will go down to zero.

Among them, at least three authorities who are major providers of advanced further education - Birmingham, Ealing and Hampshire - actually told the National Advisory Body early last year that they were going to "top up" their institutions considerably.

Birmingham said on the form sent to all authorities by the NAB secretariat at the start of its planning exercise for 1984-5 that it would top up by more than £700,000. Ealing predicted around £250,000 and Hampshire around £450,000.

All three authorities "topped up" much less than that in the current year. Ealing gave nothing above the advanced further education pool allocation, Hampshire £163,000, and Birmingham £350,000.

A spokesman for Hampshire said the council had believed allowing the polytechnic to retain surplus tuition fees amounted to "topping up" for the purposes of the NAB exercise.

● Preliminary redundancy notices went out this week to over 100 teachers at North East London Polytechnic and over 40 at Derbyshire College of Higher Education as a result of government and local authority meetings.

Exam boards to drop insistence on dissection

by Nick Wood

The exam boards have begun moves that should reduce drastically the number of dissections carried out by sixth-formers studying biology and zoology.

They have agreed to drop their insistence that dissection be taught and examined at A level. Instead, it will be up to teachers to decide the place of dissection in lessons and exams.

The policy change, which is in line with draft proposals drawn up jointly by the Association for Science Education and the Institute of Biology, (see T&ES last week) was reached at a meeting in London attended by representatives of all the GCE boards this week.

The meeting, whose decisions are not binding on the eight constituent boards but carry considerable weight, recommended that dissection should be a "highly desirable" but not "essential" part of A-level biology and zoology.

Mr Howard King, secretary of the Oxford and Cambridge board, said: "We accept the view that repeated

practice of dissection in case it comes up in a practical exam is not what we wish to happen.

"Animals should not be killed so sixth-formers can polish up their skills."

Nevertheless, the boards believe there are compelling arguments for dissection remaining a part of A-level work. It is a legitimate method of scientific enquiry and an effective way of teaching children about internal bodily structures.

Mr King said it would be up to the boards' subject panels to decide how to go about examining candidates in dissection. He thought it quite likely that some boards would adopt the approach of the Joint Matriculation Board and the Associated Examining Board, which rely on internal assessment of practical work and leave it to schools to decide whether youngsters should have to cut up animals.

The effect of the changes would be felt in around three years, he added.



Train glass window: Artist Mike Davis has had this stained glass window installed at Monkeaton Station which is part of the Tyneside Metro system. The work is the latest in "Northern Arts" project. Two designs have been worked into panels. The first, depicting local industry, was designed by the artist. The second, a coastal scene, was designed by 13-year-old Rosalind Hurst, of Whitley Bay High School, who won a local design contest.

Welsh spending set at £1,440m

Government plans for current spending by Welsh local authorities are set at £1,440m for next year, of which £996m will be met out of central government grants. The grants will thus cover nearly 70 per cent of councils' spending, compared with only 51.9 per cent for England.

Targets for Welsh authorities allow a minimum cash increase of 1.5 per cent for the highest spenders and a maximum of 6 per cent for the lowest.

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PRIMARY



Sue Buckley (left), a psychology lecturer at Portsmouth Polytechnic, has completed a three-year research project that could revolutionize teachers' and parents' views on the educability of Down's Syndrome children.

Report by Nick Wood

The fairy tale that came true for Joanna

Joanna Brown's bedtime reading is typical of many five-year-olds—*Winnie the Pooh*, *Goldilocks and the Three Bears*, a *Mr Men* adventure or *Burrows*, the comic she collects every week from the newsagents.

The shelves at the foot of her bed spill over with story-books but she still likes to borrow books from the school library, and on longer car journeys she whistles away the time with the help of a fairy tale or magazine.

It's not surprising then to learn that she has a reading age of between seven and eight, a reading vocabulary of at least 700 words and that she is ahead of many of the children at her village primary school just outside Taunton in Somerset.

What makes Joanna's story surprising, indeed remarkable, is that she is not a normal child. She suffers from Down's Syndrome—an affliction that, according to both professional and lay opinion, rules out the possibility of such achievements.

Attitudes are beginning to change, but most Down's children are not expected to say their first words until they are three or four and are sent to schools for the severely subnormal where success means learning to feed and dress themselves. Most never come into contact with books, and for the few exceptions the teaching of reading doesn't start until they are aged eight or nine.

Joanna's mother, Pat Brown, shared this preconception when she was born:

The relationship between age, IQ, language and reading skills

Child	Chronological age	Oral IQ Developmental Quotient	Age at which first words spoken	Language development now	Age at which first words read	Reading progress now
1	5-4	63.9	2-0	7/8 word sentences	2-7	700 words simple books
2	2-0	68.2	1-3	8/10 word sentences	4-0	70 words/sentences beginning books
3	8-8	61.8	2-1	7/10 word sentences	2-0	80 words
4	8-10	63.4	2-10	100+ single words	5-4	8 words
5	6-2	58.7	2-8	100+ single words, 2 word phrases	6-10	4 words
6	6-9	74.8	2-2	80+ single words, 2 word phrases	—	Matching 4 words
7	4-5	66.1	1-10	100+ single words, 2 word phrases	—	Matching 4 words
8	4-8	67.5	2-4	100+ single words, 2 word phrases	—	Matching 3 words
9	5-2	72.0	2-4	100+ single words, 2 word phrases	—	Matching 3 words
10	5-0	—	2-4	20 single words	—	Matching, selecting and naming pictures

"You get this mental picture of what they are like. I had visions of dressing her and feeding her when she was 15. But she can do all that now. I was totally ignorant of what to expect but she's been a revelation. I never expected her to do the things she has."

Nor is Joanna one of the handful of mongol wonder-children whose supposed achievements have been written up by their parents—and largely discounted by experts—over the past 20 years. She is simply the star pupil from Britain's first academically rigorous attempt to teach reading to preschool Down's children, the results of which have just been released by staff at Portsmouth Polytechnic.

Such is the success of the three-year project that it is to be launched shortly on a national basis and could revolutionize thinking about the educability of mongol children.

Joanna is one of 11 children who took part in the project led by Mrs Sue Buckley, a psychology lecturer at the polytechnic, who has an adopted 14-year-old daughter, Roberta, with Down's Syndrome.

Five of the group learned to read at least as well as normal children aged 2 to 5, despite the fact that they had serious speech and language difficulties.

"The children were taught at home by their parents with the help of a visiting teacher who called once a week or fortnight. All were schooled by the 'look and say' technique, now rather

out of favour, which uses flashcards to build up a single word vocabulary, which is then extended to the reading of phrases and sentences.

Parents spent anything from a few minutes to half an hour a day teaching their toddlers to read. The approach used is now fully set out in a guide for teachers and parents available free of charge from the Portsmouth psychology department.

Five-year-old Jamie Madell is another of the project's successes—like Joanna he was reading single words by the age of three—though his experience reflects more fully the difficulties facing those, like Mrs Buckley, who argue that Down's children can make substantial academic progress.

After one term in a school for normal children where he was on level two of the reading scheme, he has been moved to a special school, supposedly because numbers rose so fast in his first class that his teacher could no longer cope with a handicapped child. He's now been told that he'll have to wait until he's seven before being allowed to read.

Mrs Buckley says such attitudes are symptomatic of the hostility the project has faced from heads of special schools, teachers, speech therapists and doctors.

Jean, his mother, a 35-year-old part-time typist with three other children, says the school will change its mind. If not, she will resume teaching Jamie at their home in Worthing.

"I shall start him on Ladybird books just to keep him going. I am very proud for him. Despite his condition he has found something he can shine at. He cannot do as well as normal children, but he's not far behind their level at reading."

Mrs Buckley, who reported the Portsmouth results to the last national meeting of the British Psychological Society, and confronted the sceptics with a video featuring the achievements of all 11 children in the study, draws two main conclusions from the work.

First, the anecdotal reports from parents are to be believed: some mongol children can be taught to read. Single words and two-word phrases had a 35-word vocabulary at 2-7, and progress

to simple story books.

Second, Down's children can be taught to speak more fluently and more clearly through teaching them to read. In other words, the early reading programme is a "way in" to building up their language skills. It's this part of the study that Mrs Buckley finds most significant since it appears to throw new light on the learning problems of Down's children and to suggest possible remedies.

"I am convinced that Joanna's language has developed to a much greater extent than would normally be found in Down's children, though we don't have the evidence to prove it to hard-nosed psychologists," she said.

"We taught Joanna to read words she did not understand and were not part of her spoken vocabulary—words like this, here and that—then she began to use them as part of her spoken vocabulary."

This finding, plus others concerned with the characteristic errors made by Down's children when learning to read, leads Mrs Buckley to conclude that the mechanism they use differs from that of normal youngsters.

In contrast to normal children who go from print to speech in order to

retrieve the meaning of a word, she believes that Down's children go straight from the visual form of a word to its meaning: a theory that explains why they make semantic errors, not found among normal children, for instance reading "closed" for "shut".

"Many of their problems stem from trying to learn to talk from listening. People thought that deaf people were stupid 50 years ago. I've worked in subnormality hospitals and come across quite intelligent deaf patients who'd been there for 30 or 40 years without getting any education."

"It's that cycle all over again with Down's children. We just don't understand how people learn."

This is the theory that is now to be put to the test through the national reading programme sponsored by the Down's Children's Association.

Copies of Mrs Buckley's reading and language guide for those working with Down's children and their parents are available free of charge from the Department of Psychology at Portsmouth Polytechnic. The video recording showing the children in the study being taught to read is also available at £5.50.



Joanna Brown and her father Simon... helping to rewrite the folklore on Down's Syndrome children. Photographs: Laurie Spelman/Newsweek

'People thought that deaf people were stupid 50 years ago... it's that cycle all over again with Down's Syndrome children'



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NEWS

Diane Spencer looks at the factors affecting the college lecturers' pay claim

NATFHE may go for percentage deal

College lecturers meet tomorrow to discuss the final details of their annual pay claim.

The executive of the 73,000-strong National Association of Teachers in Further and Higher Education is calling for a percentage increase to maintain the living standards of their members in line with the other public sector unions and a move towards acceptable salaries, especially with universities.

And it is asking again for automatic transfer from the top of lecturer Grade 1 to Grade 2. This is the only structural element in the pay claim.

NATFHE made a determined effort last year to persuade management to agree to this change. The union sees this as the most glaring and serious anomaly in the career ladder.

Of 23,000 lecturers on Grade 1, 13,500 are stuck at the top of the scale. Thirty per cent of new lecturers started at this point in 1982. At the same time one in four lecturers have been there for at least 12 years.

With fewer jobs on the market,

lecturer Grade 2 posts are at a premium. They are not automatically available to lecturers on Grade 1 because colleges and polytechnics often want to bring in outside specialists.

At present, the lecturers at the top of Grade 1 get £9,735 while Grade 2 goes up to £11,568.

NATFHE calculates that an overall increase of 16 per cent is needed to restore salaries to the level of 1980. University lecturers earn 5 per cent more than senior lecturers in a polytechnic, and a senior lecturer in a university earns 7 per cent more than the equivalent public sector lecturer.

Last year the union settled for 4.5 per cent plus £51 after demanding 12 per cent plus £250. This year the executive is recommending a straight percentage increase rather than a flat rate or a mix of the two (known as an x plus y formula).

Like the teacher unions, NATFHE has not put a figure to this. However, at tomorrow's special salaries confer-

ence, delegates could decide to vote for a different formula.

Four regions are asking for a flat rate increase and the southern region wants at least 10 per cent, while the south-west and outer London prefer a flat-rate plus a percentage rise.

Delegates are also being asked to decide on a strategy for "a vigorous campaign of action in support of the salary claim" called for by the last annual conference.

Should negotiations break down, the executive is recommending a two-stage escalation of industrial action. Members will refuse to cover for absent colleagues and to work during vacations and breaks. If this fails, the union will call selective strikes on either a departmental or college basis.

Mr Peter Dawson, NATFHE's general secretary, said that the union's leaders were convinced that the percentage increase was in the best interests of the whole profession, and especially for members on lecturer 1.



Peter Dawson

Primaries under MPs' microscope

After years of parliamentary neglect, primary education is to be the first main subject of inquiry for the new Commons Select Committee on Education, Science and the Arts.

The committee, which has now elected Sir William Van Straubenzee, Conservative MP for Wokingham, as chairman, also decided last week to investigate the effect of abolishing the Greater London Council and the metropolitan counties on support for the arts.

No timetable of meetings has yet been agreed but the committee hopes to hold its first scrutiny session with education ministers within three weeks.

Meanwhile, in the Lords, the Select Committee on Science and Technology has set up a sub-committee, under the Labour peer Lord Gresson, to consider education and training for new technologies. It will cover all levels of education and include in its inquiry specialist training and retraining, teacher training, manpower, and opportunities for girls and women.

A LIST OF OUR 1984 PRICE INCREASES

A spirited defence of the role played by the Council for National Academic Awards in the recent allocation of cuts in public sector higher education has been made by Dr Edwin Kerr, the council's chief officer.

In a letter to polytechnic directors and college principals, he makes it clear that the council will continue to give advice on the quality of courses and departments to the National Advisory Body, which masterminded the cuts.

Directors and principals have been sharply critical of the council's decision to give quality rankings, claiming that it threatened the partnership between the CNA and institutions.

But Dr Kerr says it is not in the public interest, nor in the interest of public sector higher education, for the council to refuse to give quality advice. Its independent contribution to policy enables it to help institutions by putting views that would not otherwise be put sufficiently strongly, he argues.

In the planning exercise for 1984-85, the council helped to secure improvements in the academic plans for some institutions and played a part both in obtaining more money for distribution and in improving the method of distributing it, he says. The council also played a part in the policy of "concentrating" work on large and successful institutions.

He outlines plans agreed by the council to set a small group to advise on future arrangements for strengthening partnership with institutions.

William Devereux dies

Mr William Devereux, who was the first Director of the Adult Literacy Resources Agency between 1975 and 1976, has died at the age of 69.

Rights guide

A brief guide to legal rights for parents with children in special schools to be published this week by the pressure group, the National Association for Special Children. The Advisory Centre for Education, 18 Victoria Park Square, London, N2 2BP. The Children's Legal Centre, 22 Abchurch Lane, London, EC4N 3DF. 22 Harley

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NEWS

Sir Keith sprints out of the blocks

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, has set off at a cracking pace on his promised round of consultations about his "bold and ambitious plan" to raise standards.

He met representatives of the Association of County Councils and Association of Metropolitan Authorities last Wednesday. He followed up with the National Association of Head Teachers the next day, and went in for a double dose on Monday, when he met both the Secondary Heads Association and members of the Secondary Examinations Council.

SEC members discussed with the Education Secretary the plan for a research and development programme into criterion-referencing originally put forward by the Manchester-based Joint Matriculation Board.

Criterion-referencing means marking exam candidates on the basis of specified skills and knowledge rather

than in relation to other candidates.

As reported in *The TES* on January 13, Sir Wilfred Cockcroft, the council's chairman and chief executive, wants to expand the plan to cover five subjects: English, French, science, craft design and technology, and either history or geography.

The aim is to produce a series of "mini-Cockrofts", on the lines of his own report on maths, setting out what levels of skill and knowledge should correspond to each of the seven grades of the new 16-plus exam.

Working parties would be expected to complete these foundation lists within three years and pilot tests would follow before widespread introduction of the new system in 1989.

The council will probably give the formal go-ahead to the plan at its meeting next Friday.

It is unlikely that it will be able to afford the research programme out of

its current budget of £14m, of which it wants to devote only £250,000 to research. At the same time it does not want to put all its research money into one project.

But it is understood that Sir Keith has told the council it may have extra money for the research if it proves necessary.

At his meeting with the local authorities last week, the Education Secretary promised to keep them in touch with the research programme. He also told them he would publish a progress report on curriculum development (perhaps in the form of a White Paper) by the end of the year.

Sir Keith said he would send i.e.s copies of a paper explaining his plans which is being sent to national employers' associations, so that they could circulate it locally.

His meetings with the ACC and AMA and with the headteachers'

associations were described as "essentially sweetness and light" by a spokesman for the DES.

But a more sinister light was shed on the Education Secretary's plans to reform the exam system by Labour's junior education spokesman, Mr Andrew Bennett.

Speaking to the Brighton branch of the Socialist Educational Association last Thursday, he warned that extending the exam system to cover more pupils at the same time as introducing pupil profiles could be "very dangerous" as it could lead to the labelling and grading of all schools leavers from A++ to Z--.

"Already too many employers look at paper qualifications rather than what an individual can actually do and has to offer", he said. "The danger is that before long firms will ring up the careers service and ask for one B+, two D-s, four Q+s etc."

IBM invests millions in education project

by Carolyn O'Grady

Computer firm IBM has launched a multi-million pound education programme involving computers, software and specialist help and advice.

The scheme, announced last week by IBM (United Kingdom), will cover schools, colleges and universities.

To begin with IBM will establish an institute to work closely with the schools and colleges. A project will also be set up with Cambridge University engineering department which will cost £2m. This will cover a new mainframe computer and terminals for teaching computer-aided design plus a commitment to pay for four new members of staff for three years. Additional hardware and software is also being offered.

An £800,000 series of projects for schools is also under discussion and the first project will be announced shortly. This part of the programme will concentrate on projects run in conjunction with i.e.s who will select participating schools. The projects will be designed to develop the curriculum and to use the IBM Personal Computer as a teaching tool. Advice and assistance will be available from company technical staff.

Ninety two Personal Computers will be supplied to 65 university and polytechnic departments at a cost of £400,000.

In the United States gifts to educational institutions on this scale are quite commonplace as the tax advantages can be significant. In Britain where the tax advantages are almost nil they are much rarer.

However, the scheme will obviously serve a public relations purpose, bringing IBM computers to the notice of those in education, particularly students and schoolchildren, the consumers of the future.

ITV companies are to produce educational software for the BBC micro. Schools in Humberside are already trying out computer programs for the BBC micro to accompany Yorkshire Television's schools series *How We Used to Live*. If the pilot is successful the software will be available next September.

Also available then will be software to accompany a new Central Television series called *Junior Maths* and it is expected that Thames and Granada will produce programs to accompany a new series about computers.

ITV companies decided last year not to produce their own computer. As the BBC micro is now the most popular in both secondary and primary schools, the companies find themselves obliged to produce schools software for their competitor's machine.

Primary teachers with an interest in education for international understanding are being asked to participate in a national study of: innovative practices in this area.

The study will survey provision in the 3-11 age range, and will be carried out by the Standing Conference on Education for International Understanding as a follow-up to its survey of provision at 16-plus.

This is an idea of Dr David Bellamy, the television biologist, according to Dr Muffett. It means that the grass, weeds and flowers can flourish and children will benefit by studying them.

We expect to save £40,000 in the first year—that is about five teachers."

Common bonds

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Second county aims to abolish its entire school meals service

by Diane Spencer

Hereford and Worcester is planning to become the second county to axe its school meals service completely.

Last month Herefordshire education committee voted to abolish its service. A decision there will be taken next month by the full council.

Hereford and Worcester abandoned meals in primary schools in June 1982 and now plans to save £350,000 by abolishing them in middle and high schools.

Special schools are exempt and self-supporting groups in about 20 primary schools run by former school meals staff and parents will be allowed to carry on.

Dr David Muffett, education committee chairman, announced this plan in his budget speech to the council last week.

The authority is going to exceed the Government's Grant Related Expenditure target by £1.2m and incur a penalty of around £600,000 because it is not prepared to see services reduced. Dr Muffett said: "It is a scandal that

a loyal authority which has for years endeavoured to meet government targets should now be penalized."

For the first time in five years, classroom expenditure will not be cut, he claimed. Other council services are giving education £271,000 from their budgets.

With this "new money" and the savings from axing school meals, the authority intends to employ another 25 remedial teachers, 50 teachers for curriculum-led staffing in secondary and middle schools and 100 more primary teachers.

Dr Muffett also plans to make savings on school maintenance by setting up "conservation corners" in school playing fields.

This is an idea of Dr David Bellamy, the television biologist, according to Dr Muffett. It means that the grass, weeds and flowers can flourish and children will benefit by studying them.

We expect to save £40,000 in the first year—that is about five teachers."

New industry links sought

University vice-chancellors have agreed to set up an industry advisory committee to improve university links with finance and industry.

Lord Flowers, rector of Imperial College and chairman of the vice-chancellors' committee, will chair the new body, which will have about 30 members from academic, financial and business organizations.

They will include representatives from various small groups who could help and have been looking for ideas in the past.

The committee will be set up in the next few months and will meet regularly.

SHA fears training cuts

Plans to earmark Government funds for in-service training could well lead to local education authorities reducing their spending on it.

This is the warning which has been delivered to the Department of Education and Science by the 3,000-strong Secondary Heads Association in its response to a move by the DES to single out priority areas of INSET for special funds.

In a letter to the DES, Mr Peter Smith, general secretary of SHA, says: "Earmarked funds are not seen in isolation as an addition to what a local

authorities for INSET purposes, but as making inroads on expenditure which i.e.s would otherwise be at liberty to use according to their perception of needs."

It is not surprising, therefore, if i.e.s reduce their spending on INSET, particularly in those areas which the Secretary of State "has made his priority."

The long-term effect of this, in any long-term planning, is self-defeating and the existence of different channels for funding is both confusing and wasteful.

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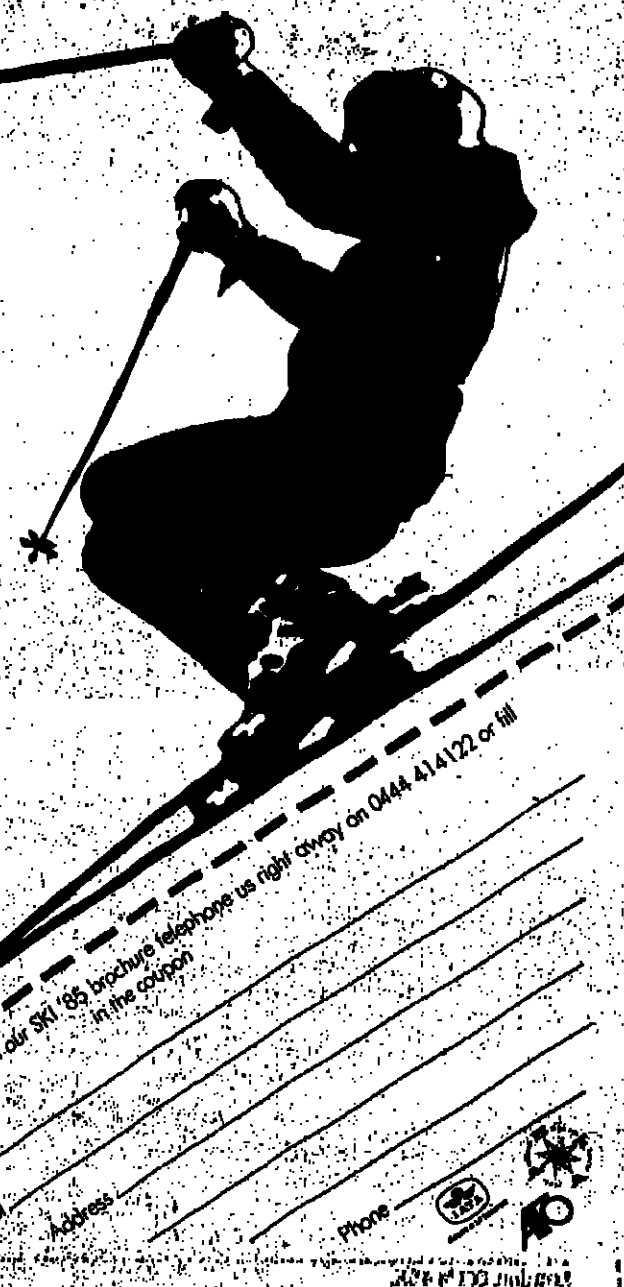
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Counting on mother's help

Shubhada Patil (right) has just obtained a grade A pass in O level maths at the precociously young age of nine.

Her achievement equaled that of her 11-year-old sister Suchareeta (left) who excelled herself in the same examination a year ago.

Shubhada attends Ashbury Church of England Primary School, Congleton, Cheshire, but receives extra tuition in maths from her mother. She took the examination at Congleton Grammar School last November.



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NEWS

Atlantic head defends peace studies course

by Nick Wood

The headmaster and staff of Atlantic College have defended peace studies which has recently come under renewed attack.

Critics say it fails to take proper account of the Soviet menace, that it is allegedly beyond the abilities and knowledge of schoolchildren and opens up the possibility of political indoctrination in the classroom.

Mr Andrew Stuart, British Ambassador to Finland before taking over the running of the international sixth-form boarding school in South Wales a year ago, said he was responding to trenchant attacks on the subject by Mr Roger Scruton and Baroness Cox.

He fully agreed with the arguments put forward by Mr Michael McCrum, former head of Eton and master of Corpus Christi College, Cambridge, who described the two-year peace studies course at Atlantic—which leads to an exam accepted by the International Baccalaureate—as being of “unimpeachable intellectual respectability”.

Mr Stuart said: “I believe in the utility of peace studies as it is taught here. In the sense of a study of conflict and a basis for international relations, it gives students the ability to make independent judgments about the problems of world politics.”

“But we are not running a school for ideologues. By the choice of the students, we don't take sides. Instead, we encourage debate at an informed level.”

Mr Stuart was depressed at being told that peace studies “was all the ‘hooha’ a bit sad. Peace studies is such a natural part of international education, the fact that people have to argue about it seems to us, in a sense, a defeat.”

“We are not going to drop it, but to defend it is to play the game the distorters want us to do.”

He blamed the “so-called peace movement” for the way that work like peace and disarmament have become “ideologically tainted” and their meanings twisted.

“As a result of what has happened since the War, peace has become a dirty word. People have done it deliberately for purposes of confusion and disinformation. The so-called peace movement has done a disservice by politicizing the use of these words,” said Mr Stuart.

While working at the Foreign Office he had drafted part of the non-proliferation treaty. He believed in disarmament but not unilateral nuclear disarmament.

Mr Jürgen Wehneler, a peace-studies teacher at Atlantic, said the subject had “academic credibility” in the United States, Holland, West Germany and in Scandinavia. It was accepted at school and university level.

The Atlantic syllabus did not “force answers” on students, he said. They were encouraged to discuss and analyse the strengths and weaknesses of

various possible solutions and to make up their own minds.

Materials used to teach contentious parts of the course such as the nuclear weapons debate were carefully balanced to reflect the arguments of the conflicting sides. Exam marks were awarded for the quality of the arguments.

“It's a bad fault not to consider the opposing point of view,” said Mr Wehneler. “I am not a unilateralist though I am sympathetic to the peace movement.”

The TES spoke to three sixth-formers on the peace studies course which is heavily dominated by girls. All were strongly opposed to Western possession of nuclear weapons.

Belinda, aged 17 from Lancashire, who hopes to read medicine at university, said that close study of the nuclear issue had led her to the view that there was no point in such weapons. It had also given her the confidence and knowledge to argue her point of view with those who opposed unilateralism.

Themba, aged 18 from Swaziland, was opposed to the use of force and would have joined CND but feared being deported if he were to be caught up in disturbances.

Meja, aged 17 from Switzerland, said: “We don't know enough about the Russians—that's why we are afraid of them. She was ‘worried about the threat of a nuclear holocaust’ and had burst into tears when she watched the film, *The Day After*, with 70 of her classmates at a special screening at the school.”

Confronted with this blatantly unrepresentative sample of opinion, Mr Stuart said it was probably inevitable that young people would reach “ideological solutions”. This was no reason for denying them the opportunity to debate the problems of the world.

Mr Wehneler said that classroom opinion about unilateralism was about evenly divided.



Andrew Stuart

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Animals campaigner faces eviction

by Bert Lodge

A former teacher was this week barricaded in her home to prevent eviction for withholding rates.

Mrs Kathryn Reynolds (pictured above) is protesting at Bradford city council's decision to allow ritual slaughtering of animals to provide halal meat for Muslim schoolchildren.

She took this course last September when the education authority began a pilot scheme to introduce halal meat, which according to Islamic law come from an animal conscious at the moment of slaughter, into 10 schools.

Last week magistrates issued an

order for bailiffs to act against Mrs Reynolds for non-payment of £130.

Mrs Reynolds, 35, a mother of two teenage sons, said if serious talks were re-opened she would pay her rates.

The decision to supply ritually slaughtered meat was made after increasing complaints from Muslims that the response to the religious needs of their children, now numbering nearly 15,000, were being ignored.

Mr Derek Halliday, catering development officer, said halal meat was now being supplied to 17 schools in the city from two large kitchens. Another

18 schools would be added this year and another 27 by the end of the summer term.

Mrs Reynolds taught English to immigrant children in a Bradford school before giving up her job in 1980 to form the Bradford Animal Rights Group.

● The 1933 Slaughter of Animals Act, now incorporated into the 1979 Slaughterhouse Act, requires all animals for slaughter to be pre-stunned either by mechanical or electrical means. Local authorities are empowered to allow both the Jewish and Muslim methods of slaughter.

DES official spells out position on languages

by David Lister

Mr Richard Bird, deputy secretary at the Department of Education and Science, this week responded to TES readers who had expressed alarm over reports of his recent speech on modern languages at a conference at Bradford University.

In a letter in today's issue (see page 20) Mr Bird says that readers of his full text—which he offers to supply—would find in it “recognition of the importance of modern language teaching and a message of encouragement for wider opportunities in modern languages throughout the education system.”

Mr Bird was reported as saying that there may not be the money or the need to teach languages other than French in schools. The DES is at present in the middle of a consultative process on modern languages and Mr Bird stressed in his letter that this was not what he said.

In the pertinent section of his speech, Mr Bird said: “An unfortunate feature of school provision in this country is generally considered to be the outstanding strength of French as against all other languages. The competitors are Spanish and German, not except in isolated cases, including community languages such as Gujarati and Urdu.”

“All of us, I think, keep saying that it would be healthier if Spanish or German were more often the first foreign language in a school. This has indeed

come across extensively in the DES consultative process, but I want to take myself, again speaking personally, a querying stance.”

“But, if the main aim of exposure at this age to a foreign language is the acquisition of learning skills, does this concentration matter? It is not as though a scatter of different foreign languages really offered individual pupils a choice of which language they could learn: brave things are sometimes said about movement between schools for different subjects, but what can be sustained in actuality may be pretty limited.”

“And different practices across schools can, of course, make transfers between schools more disruptive. So, with regrets, especially as someone who likes French as a language less than some others, I am not very sure about this complaint. I would give more attention, I think, to the wider availability for these pupils of a second foreign language, and hope that no one is lost to language learning because faced first with French.”

Professor Roger Tifford, director of modern languages at Bradford and chairman of the conference, said this week: “The conference certainly benefited him to be saying, though he stressed that it was his personal view, that he did not think it so important that languages other than French be preserved in the schools.”

Tories defeat cuts plan

Richmond Conservatives revolted last week against a plan by the ruling Alliance group to find a cut of nearly £200,000 next year by worsening pupil-teacher ratios.

They joined teacher representatives and members of the Anglican and Roman Catholic churches to defeat the plan in the borough's education committee.

But the cut is almost certain to be retained. The council's policy and education committee decided this week that to avoid savings penalties, the education committee must either

stick to the staffing reduction or find equivalent savings elsewhere. (Richmond is already planning to spend 2 per cent more than its Government target in 1984-85.)

The Alliance proposes an education cuts package totalling £620,000, spread evenly across the service, on a budget of just over £30m. Under the Conservative plan being discussed by the borough's education committee, the cuts would have been concentrated on adult education and would have meant partial closure of Richmond Adult College.

Maths image puts girls off micros

by Hilary Wilce

More girls would be interested in information technology if the subject were not the preserve of maths and science staff.

Instead it should be taught by a broad range of subject teachers who are good communicators and who will turn to expert advice when needed.

Courses should also focus on a computer's uses and their applications rather than on the equipment, according to guidelines issued by the Basic Opportunities Commission.

A pack being sent to all secondary schools, as part of the Commission's current campaign to get more girls into science, offers a step-by-step approach to introducing the subject to schools.

Mounting evidence shows that boys are keener and quicker than girls to get involved in computers and that more likely to have a home computer.

The guidelines suggest that primary schools should teach about computers rather than with them. They should also help to minimise computer-related images by using them in areas such as language development.

At secondary level, there is evidence that girls respond better if science is taught in a more practical way. The way they are taught, well-planned courses provide a stable, well-planned course.

Local authorities should provide well-equipped rooms, good training, and improved staff. The same time schools should develop ways to teach the subject in a more practical way. L.e.a.s should ask schools to use figures and statistics to show girls are not discriminated against in the way they are taught.

Textbook stock found wanting by inspectors

by Philip Venning

Kettlethorpe High School, Sandal, Wakefield, has had to offset a serious shortage of textbooks in many subjects by producing its own materials, the inspectors say. It has discussed copyright with the school and the local authority.

The effectiveness of the school's audio-visual and reprographic resources was partly to blame. “A high standard of work is maintained, and many departments have augmented their bookshelves with school-produced materials, many of them excellent in content and presentation. The service provided by the resources centre has sometimes encouraged departments to develop their own materials instead of buying or loaning books.”

The lack of textbooks and the fact that the existing stock was outdated and worn was matched by a shortage of library books. The stock of about 3,000 volumes was only about a third of what was desirable for a school of its size.

The school aimed to provide a wide and balanced curriculum for all pupils, and standards achieved were generally satisfactory (though in some areas the more able pupils were not sufficiently challenged).

With the best of intentions, the school had extended its options beyond its staffing and resources. A high proportion of staff taught a number of unrelated subjects, for some of which they had not had specialist training. Over half the staff teach three or more subjects, and a fifth teach up to eight subjects.

Another school with too few books was Wakefield School, Mosborough, Sheffield. The inspectors say there was a noticeable lack of books being used in the classroom when they visited the school. The library was underused and little personal reading was seen. “The proportion of the book stock provided by the school is very low, especially at both form level and a planned programme is needed to enhance the quality of stocks provided from school resources.”

The school had a successful sixth form and had achieved high academic standards, with a large proportion of pupils going on to university. However, the inspectors were worried by the lower band in the fourth year where tranquility and attitudes of indifference gave rise to concern.

The inspectors also draw attention to the fact that no women teachers held academic or pastoral posts in senior or

middle management; and that the very small amount of time allocated to home economics and craft, design and technology made it hard to offer these equally to boys and girls. They also criticized the careers education in the upper part of the school.

On the plus side, the inspectors praise the relaxed atmosphere of the school, made more difficult by a split site, by a drop of a third in its roll, and by the intake of children from a different background.

The books at Oakes Park School, Sheffield, a day school for 154 physically handicapped pupils, are also criticized by the inspectors—more for their quality than their quantity.

The wide range of ability made it difficult to provide adequate reading materials for all pupils. Though there were books in every classroom, they were rarely used voluntarily. “Many of the books provided are too immature to appeal to the pupils, but in some classrooms, especially those for younger pupils, careful selection by staff shows what can be achieved in terms of both range and appeal.”

The inspectors are strongly critical of the school's sanitary arrangements, particularly the lack of privacy in the lavatories, and the absence of facilities for cleaning soiled children.

In a survey of health care in eight urban secondary schools in Nottinghamshire, the inspectors found few examples of schools which had modified their curriculum to reflect the high proportion of ethnic minority children found in the area.

“Despite the high incidence of pupils of Asian and West Indian origin there was no evidence to indicate that the importance of reinforcement of the Asian diet with vegetables, salads, fruit, milk and cheese was ever considered.” Only two schools made special arrangements for parents from ethnic minority groups—one sends out translations of letters, the other provides pamphlets explaining biology lessons, and alternative menus.

Reports were also published this week on: Barnby Moor Primary School, York; Ilmberstone, Ingletton Primary School, Durham; West Byfleet Middle School, Surrey; Oswestry College, Shropshire; Polytechnic of Central London report on science, ILERA; The Polytechnic, Southampton; Hampshire; Banstead First School, Surrey.

Art students create poor impression

Sixth-form art students in some Berkshire schools spend so much time collecting war, violence, and science fiction imagery that they lose the power to portray the world around them, according to the inspectors. In a survey of sixth-form art (excluding 10 Berkshire secondary schools), the inspectors say that much of the work was strongly influenced by commercial imagery aimed at teenagers, resulting in a lack of originality.

Elsewhere some students produced extremely large abstract and impressionistic paintings, poor in colour and lacking sensitivity in the application of media to the surfaces. These paintings indicated that the students who create them had a limited interpretation of the quality of the work with a few exceptions. The work was devoid of any cultural and demonstrated a lack of confidence in hand.

● The Equal Opportunities Commission for Northern Ireland has launched its own campaign to get more girls into science and engineering with an outlining current initiatives.

The standards of work achieved in six of the schools fell short of those which should be expected of students studying at sixth-form level. A few students produced an appreciable amount of work. Others produced stereotyped work and adopted a pedestrian, if not apathetic, approach.

Many items of specialist equipment were under-used, particularly in the craft field, and the range of media experienced by students was very limited: both two and three-dimensional work.

Commenting on the report, Mr Peter Edwards, Berkshire's director of education, said that even before the inspectors carried out their survey the council had been taking steps to improve the quality of the teaching and had increased the number of in-service training courses.

He would now be meeting staff in the schools to discuss future priorities.

NEWS



Teaching 'blissful consciousness'

Inspectors found little wrong with a school where the day begins at 4.30am and ends at 5pm.

Pupils at the Chaitanya College, Croom Court, an eighteenth-century mansion eight miles from Worcester (pictured above), are “poised and articulate” and provided the curriculum is broadened it should be adequate.

The college was opened in 1979 by the International Society for Krishna Consciousness. It is run by and shares accommodation with a Krishna community of about 150 including the 34 pupils aged 5 to 11.

The aim of the school—the first in

Britain though several have been opened in other countries—is to teach children the principles of Krishna consciousness and cultivate the spiritual awareness which will bring them to “blissful consciousness” in this life.

The children join the rest of the community in a temple service at 4.30 am and much of the time before academic lessons begin at 9.30 am is spent in devotional activities. The end of the school day at 5 pm is followed by a bath, tea, a story and bed.

For all the emphasis on austerity the community has a sophisticated audio-visual centre, but the books and teaching resources are just adequate

for “the present rather narrow curricular intentions.”

Two of the four teachers are certificated, the third did two-and-a-half years of a three-year teachers' course and the fourth is unqualified but completed one year at university. All are young and inexperienced with none in post for more than a year.

The children gain from their close contacts with sympathetic adults and from having to manipulate complex vocabulary in their religious studies. But as with other small schools run by religious minorities the report warns that the curriculum must prepare them for the schools outside the community.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ. Also available from L.O.S.A.

Ancient legacy aids school

Brynderi County Primary, Gwent, is still receiving £100 a year from a trust set up when the school was founded in 1654, according to HM Inspectors.

The school stands on an isolated road three miles from the nearest village of Llantilio Crossmoor. Originally founded as a free grammar school, it became an all-ages school in 1870, and a primary school in 1966.

The inspectors say the school is in an area of outstanding natural beauty, and its main building, dating from 1820, is simple, attractive and well-maintained. But other structures “are

poor by any aesthetic standards.” The lavatories, in particular, were unsavoury despite the caretaker's efforts.

The inspectors were particularly impressed by the way the school made use of its surroundings in its teaching, and in most subjects achieved standards that were satisfactory or better.

The Welsh Office also published reports on Pantwyn County Primary School, and Risca Comprehensive School, Gwent, this week. Copies of both from: Education Department, Welsh Office, Cathays Park, Cardiff.

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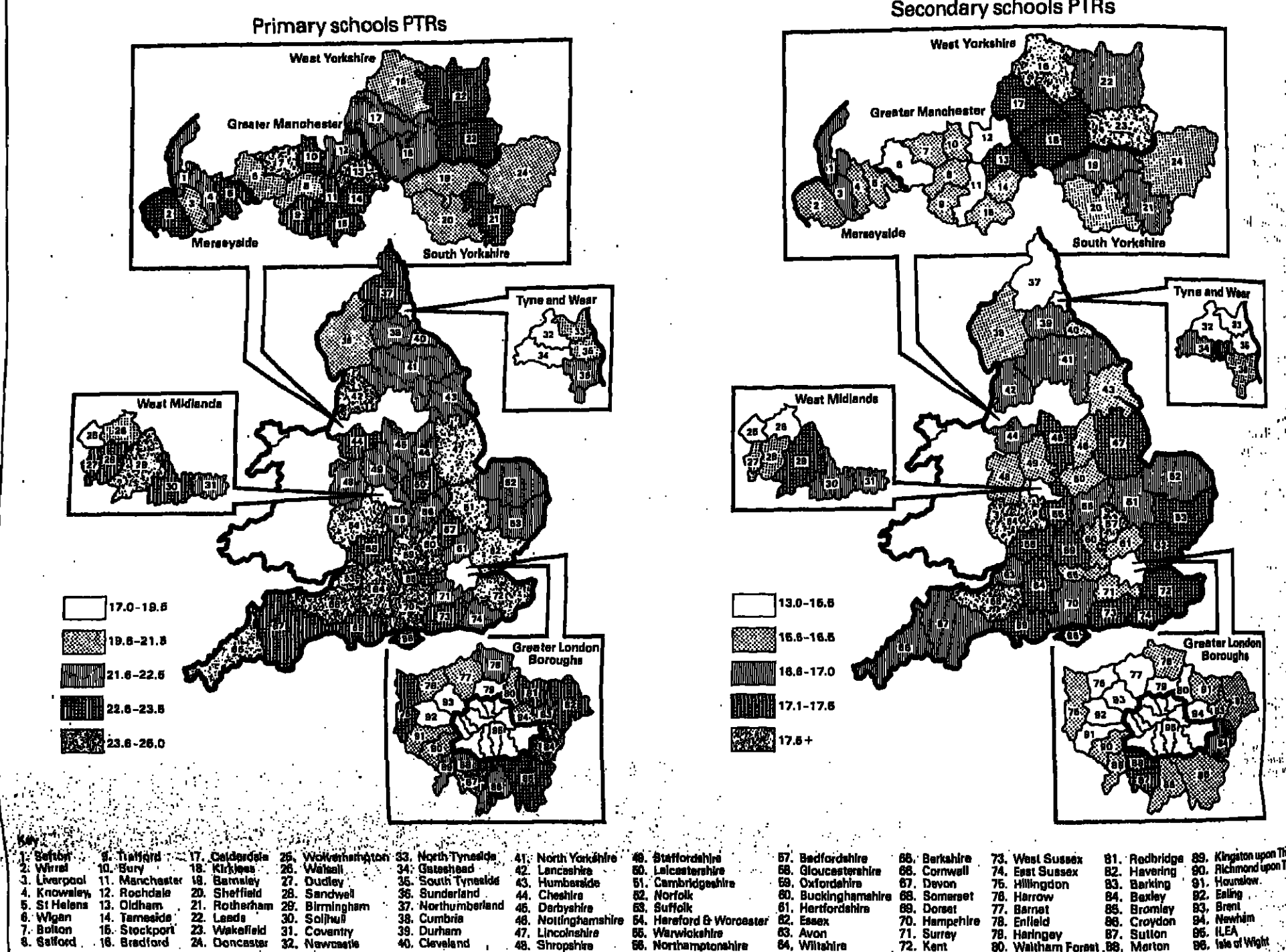
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NEWS

PUPIL/TEACHER RATIOS IN LOCAL EDUCATION AUTHORITIES IN ENGLAND



Another small improvement in staffing

The latest DES figures show an improving pupil/teacher ratio in English schools. Philip Venning reports

Pupil/teacher ratios are continuing to improve in English schools, mainly because local authorities are not cutting their teaching forces as fast as the fall in pupil numbers.

Latest figures from the Department of Education show that last year the number of teachers in service was out by 5,400, but this did not keep pace with the 5 per cent reduction in pupil numbers. As a result the overall pupil/teacher ratio improved from 16.5 to 16.1.

As the table shows, the improvement occurred in both primary and secondary schools (including middle schools), but was reversed in nursery schools.

Direct comparisons between local authorities can be misleading in some cases - the figures can be distorted by the existence of middle schools, tertiary colleges, or high staying on rates.

Nevertheless, the figures show a tendency for low ratios in the North East and in London. For example, Newcastle had a primary ratio of 16.2 and a secondary of 14.3, while Brent had the best secondary ratio of 13.5.

The Inner London Education Authority keeps its place as the area with the best primary ratio - 17.4. By contrast the worst ratios tend to be found in counties like Somerset and Hereford and Worcester.

A rather truer picture of what can be

	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
Nursery	22.5	21.6	21.1	20.8	20.7	20.2	19.9	19.7	19.8	20.1
Primary	24.9	24.2	24.0	23.8	23.6	23.1	22.7	22.6	22.5	22.3
Secondary	23.0	22.7	22.6	22.4	22.1	21.8	21.5	21.5	21.3	21.5
Overall	20.7	20.0	19.8	19.7	19.4	19.0	18.7	18.6	18.5	18.4

found in schools appears from figures on average class sizes (pupil/teacher ratios include all teaching staff, irrespective of their teaching commitment).

Though the DES gives no breakdown of these statistics, it produces

totals which show that average class sizes in primary schools improved from 27.5 in 1977 to 25.1 in 1983, and secondary schools from 22.4 in 1977 to 21.5 in 1983.

Statistical Bulletin 1184 DES, HMSO, York Rd, London SE1.

OU-based data bank for 18,000 HE courses

by Diane Spencer

A new information service on higher education courses is now available for careers advisers, students and teachers.

The Educational Counselling and Credit Transfer Information Service provides access to a data bank of 18,000 diploma and degree courses in 200 higher educational institutions.

ECCTIS is based at the Open University in Milton Keynes and is funded by the Department of Education and Science until 1986 when it is expected to be self-financing. The service also gives details of entry qualifications required and is intended to promote the idea of credit transfer, so that students can move from one institution to another more easily.

A pilot project has just started in Bristol in the careers office where a terminal linked to the ECCTIS computer provides school leavers with instant information.

Mr Peter Frostick, director of ECCTIS, said this was an exciting development because it provided a local, cheaper service which could be linked with counselling.

ECCTIS is providing a more comprehensive coverage in the South West with 3,200 non-advanced courses of more than four weeks duration, and excluding GCE level, in its data bank.

Enquiries can be made by post or telephone to ECCTIS, Information Centre, PO Box 88, Bletchley, MK3 6DE (Tel: 0908 388221).

Autistic pupils 'no better off than 20 years ago'

Autistic children are no better off than they were 20 years ago, when the condition was first recognised, claims the National Autistic Society in a report published last week.

Autism is a mental handicap affecting more than 5,000 school aged children and 15,000 adults. Those suffering from the condition have difficulty in developing speech and language, and often show abnormal behaviour and personality.

The report, *Back to the Future*, claims that autistic children have not improved in the last 20 years and that the condition is still a major problem for many handicapped children but not necessarily for autistic children.

The report says that some local authority units for these children have already closed and there is a danger that experienced teachers may be lost.

Following the Warnock report on special educational needs and the subsequent 1981 Education Act which stopped labelling children with specific handicaps.

"It adds: 'Children do not receive special help early enough or they are inappropriately placed. Integration may work for many handicapped children but not necessarily for autistic children.'

The report says that some local authority units for these children have already closed and there is a danger that experienced teachers may be lost.

Independents still building

Private schools and colleges are still planning to put up new buildings in 1984, according to a new survey by the Association of Independent Schools.

The Annual Abstract of Statistics shows that in both 1983 and 1984 private schools and colleges spent on new building projects more than £11m in 1974.

By comparison, the value of building work in 1972 to 1974 fell from £39m to £22m, though in 1982, though in each case there were some marked fluctuations over the decade.

The value of new building work in 1983 was about the same as in 1982, though it also varied.

Annual Abstract of Statistics, HMSO, 1983.

NEWS

Welfare changes raise fears

by Philip Venning

The Chancellor of the Exchequer, Mr Nigel Lawson, was urged this week to use the Budget to restore welfare benefits cuts that could affect thousands of the poorest children.

Ms Ruth Lister, of the Child Poverty Action Group, said that poverty was casting its shadow over a growing number of children. The Chancellor should give high priority to making good the harmful effects of various recent and proposed changes in welfare payments.

The most significant proposed changes are in housing benefit which are likely to apply to 460,000 families with children. The precise effects on individual households are hard to predict - the changes are complicated, and in the case of the poorest families may well be offset by increased supplementary benefits.

The Institute of Fiscal Studies estimates that as a result of the two principal changes to housing benefit an average couple with two children could lose £1.78 a week. But this could vary from as little as 50p to as much as £8 - the biggest cut likely to be felt by those families in work but only just above the poverty line.

In 1981, it was calculated that 15 million people were living in poverty or on its margins, and the CPAG among others argues that it is likely to have got worse since then. A year ago, official figures showed that about two million children were in families on supplementary benefit.

One change in housing benefit will apply to older teenagers still living at home: 350,000 unemployed 18 to 20-year-olds will lose £3.10 a week towards their housing cost, though about a third of these are living in families which already claim such benefits, and are likely therefore to suffer no overall loss.

Where the 18 to 20-year-old is living at home but is working, parental deductions from housing benefit are due to rise from £5.55 a week to £8.20.

Another welfare benefit change that may hit children in lower income families is in National Insurance Child Dependency Additions - money paid on top of child benefit for children of parents on various National Insurance benefits, most notably children of widows or those being brought up by pensioners. A change in the method of

calculation, which has shifted more of the burden to child benefit, is likely to mean that some families will become more heavily dependent on supplementary benefits. These are means tested, which will hit people whose incomes are just above the poverty line.

There is also a proposed new earnings rule for National Insurance benefits under the Health and Social Security Bill. If the spouse of someone receiving such benefits earns more than £80 a week, no child dependency additions will be payable. CPAG points out that the number affected is likely to be small, but they will often be those most in need.

Though direct links between child poverty and school standards are hard to prove, recent research by the Department of Education revealed that the proportion of children in low socio-economic groups was a key factor in explaining poor exam results in some local authorities. But various other measures of social deprivation, such as the proportion of children receiving free school meals, or in poor housing, made little or no difference.

L.e.a.s accused of 'patchy' aid for illiterates

More help should be given to the three million adults who cannot read or write properly, Mr Alan Wells, director of the Adult Literacy and Basic Skills Unit, stressed last week.

Whether people got sufficient help to enable them to read a newspaper headline or do a simple sum depended on where they lived. He said that between a quarter and a third of local authorities were providing only "patchy" provision.

In a good authority an adult illiterate would be aided by full-time organizers and free tuition virtually all the year. In a "patchy" authority, the back-up could include organizers paid only two hours a week, and tuition, covering only 26 weeks a year, would have to be paid for.

Mr Wells said that in the 10-year drive against adult illiteracy, about 300,000 people had been helped. They were still coming forward at the rate of

about 35,000 a year, and in some areas there were waiting lists.

But while 10 years ago it was estimated that some two million adults needed help, it was now believed the figure was nearer three million.

He said the "patchy" provision by some authorities was not all due to the cuts, and could not be related to the political complexion of the authority. In many cases it was more a lack of commitment to help adults who had missed out on basic reading or writing.

The Government is deciding on ALBSU's future role. Mr Wells wants it to continue for at least another 10 years after 1985.

Correction

East Sussex education authority plans a cut of £6,000 in its adult education budget next year, not £200,000 as stated in *The TES* of January 20.

Radice hits at new Solihull plan

by David Lister

Mr Oles Radice, Labour's education spokesman, renewed his criticism of Solihull's plan to bring back selection when he spoke last week at the first public meeting in the authority since the publication of the CEO's detailed plan on how this could be achieved (see *TES* last week).

He said: "Last week's report outlining the plan to turn one of the comprehensive schools - Tudor Orange - into a selective school totally failed to provide a convincing justification for selection. The only research quoted in Solihull's pro-selection report is that undertaken by the Black Paper authors Cox and Marks - a study which has been criticised by the Department of Education's own statisticians."

"The evidence from Solihull shows quite clearly that the proportion of pupils achieving five O levels or equivalents has risen substantially since Solihull went comprehensive. Sir Keith himself admitted in his Sheffield speech that 'our schools are offering more pupils a broader education and a larger proportion of pupils are successful in examinations at 16'.

"By these words, he accepted for the first time that the comprehensive revolution has happened. Is here to stay and that good has come from it. Solihull's council should do the same."

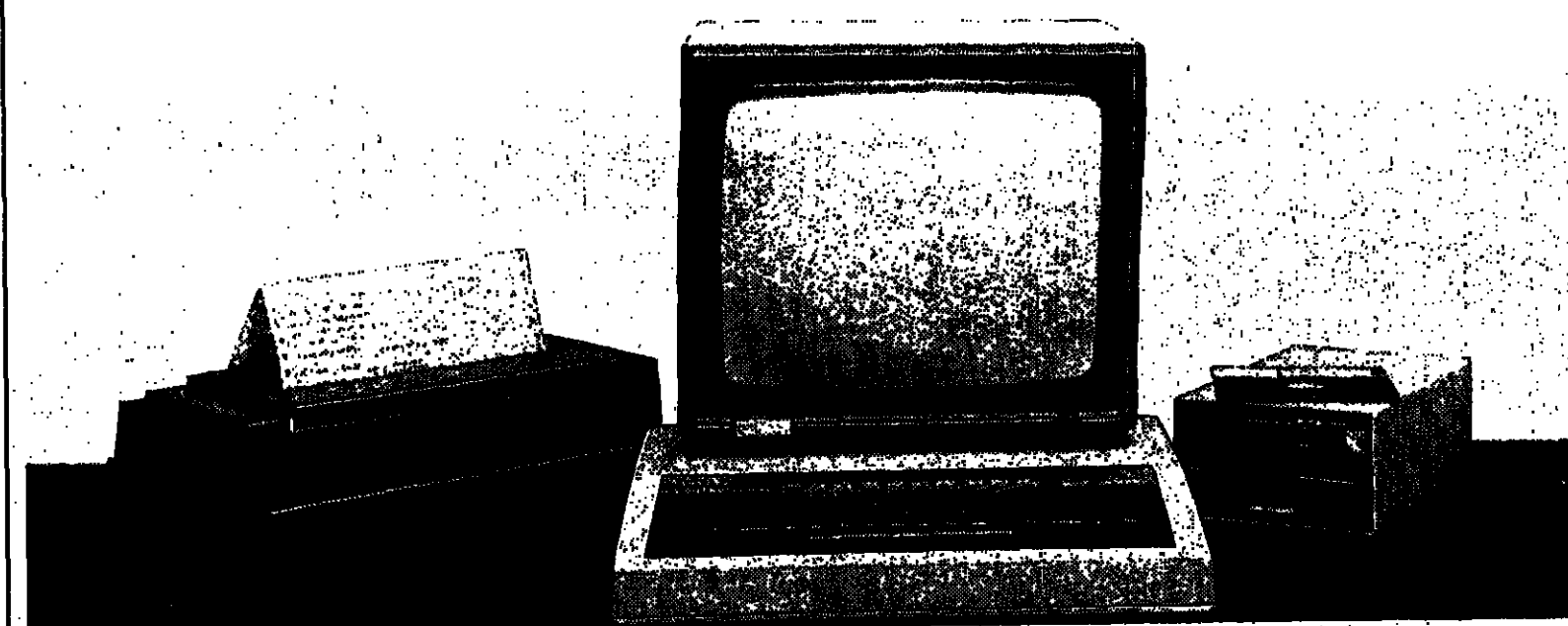
"What Solihull should now concentrate on is not re-creating the discredited idea of selection, but on raising the level of achievements in all its schools. That means giving priority to some of the issues which Sir Keith raised at Sheffield - the development of the curriculum, a fairer examination system, and improving the quality of teacher training."

"Above all, we must provide those schools which pupils have the greatest educational problems with the resources they need. Over one-third of a first year intake to one Solihull school needed special remedial aid because the school isn't provided with the extra staff needed to make this possible."

"So, far from there being extra money available to be big out in education next year, Solihull, never a 2m in 1983, has to slash its budget by 2m in 1984 to meet the Government's spending target, and on top of that Solihull will be losing £1.3m less from central government in Rate Support Grant than it was entitled to mean for the fall in the number of teachers in local schools and the use of agent on local equipment."

"Solihull's forces are really in a state of panic. They need to be helped, not to be hit. It is time to put the focus on the real issues, not on the political ones."

Look on the Horizon and win a computer.



Watch out for details of our latest competition which will appear in *The Computer Horizons* pages of *The Times* this Tuesday and following weeks.

Anyone can enter - from the individual to schools, societies and polytechnics.

The competition is in two stages, regional and national. For the first stage you have to submit a proposal for a computer application which would have some socially useful purpose - a novel computer programme or an innovative use of a peripheral computer area.

Your proposal must be written in less than 1000 words, and for the second stage, the regional winners will be invited to

demonstrate the application of their proposals.

The 10 regional winners will receive a BBC Micro computer Model B and the runners-up £40 and £30 WHS Computershop vouchers.

The regional winners will then be invited to go forward to the final, held at the Computer Festival on April 18th.

The overall National Winner will receive a BBC Micro Computer System to the value of £1,000. Second prize is a £100 WHS Computershop voucher and third prize a £50 WHS Computershop voucher.

Look in *Computer Horizons* and a computer could be on the horizon for you.



The Times puts computers into focus.

SPORT

Mike Skinsley outlines some of the ways in which micros can be of assistance to PE staff

With the use of computers increasing in schools, it is vital that physical education teachers should consider the many ways in which a computer could help them.

My school has two Research Machines and five BBC computers along with disc and tape facilities and two printers. Many secondary schools have similar quantities of computer hardware, but suitable software may not always be available. Unfortunately for the PE teacher, few commercial programs are on the market which are appropriate to physical education. So one must look further.

First, one has to identify the area or areas where a computer could be of assistance. Where could a computer help with the teaching of physical education and possibly ease the workload? Are there any areas where a computer could be more efficient than a PE teacher? My experience has shown several areas where using a computer has substantially improved my PE programme.

Over the past few years I have been developing a programme of work in the curriculum for all pupils related to their physical fitness. Part of the problem was getting a simple and quick indication of each pupil's level of fitness.

While accepting that a true measure of fitness must be related to changes in the pulse rate both during and after exercise, regrettably I had to settle for a test which did not relate to pulse rates. This was partly because I had up to 100 pupils to test within one 60-minute lesson. Also, I could not be certain of obtaining reliable pulse rate results without staff help or costly, sophisticated equipment.

It was more important that the pupils were made aware of the importance of fitness and that they discovered their level of "fitness" in a test which could be easily repeated with a minimum amount of preparation or supervision, and which ideally could lead to self-evaluation.

I considered several fitness tests and finally chose the JCR Test which involves each person performing a standing vertical jump, maximum chin to the beam and a 100-yard timed

shuttle run. I could just complete this test and record all the results with up to 100 pupils and three staff in one lesson. Then came the analysis! Points are awarded according to age and performance and then compared with a rating scale. The standardized tables are fairly complex and it was not always possible for pupils to check their own points score, especially the less able pupils. This task of checking each score with the tables, adding the three scores together and writing down the results by hand would take me up to two evenings for each group. Normally, the pupils would receive their results the following week.

At this point I decided to use the computer in analysing the results. Having obtained a certain amount of self-taught knowledge of computer programming through "playing about" with a ZX81, I wrote a program for the BBC computer with the sole aim of enabling the pupils to obtain an instant result themselves of their fitness test.

Now, with the help of a computer, monitor, tape recorder and printer set up at one side of the sports hall, the

pupils can complete their test and get their score in the same lesson. Each pupil records his own performance and once he has obtained all three results he goes to the computer. All he has to do is input four sets of figures. First, he "calls up" his name by inserting his pupil reference number. Next he is asked on the screen for his performance for the jump, then the chin and finally the run. When all four numbers have been fed into the computer, there is then an immediate print out of his name, performance, points scored for each test, a total score and where this score lies in the rating chart. This can then be compared with tests taken earlier in the year to see whether the scores have improved.

Instant feedback of results in this manner has revealed a greater determination to perform to the maximum. The use of the computer has made it possible for the pupils to get an immediate assessment of their ability for that day and some have even been round the test to try to improve their scores. It has also resulted in every pupil using the computer, for many a

new experience.

Although I have used this program only for my fitness scheme, a similar one could be used for, say, the "Star Award Scheme" in which where a "star" rating could be quickly and easily worked out for each pupil. The second main use which I have made of the school computer equipment is in analysing my cross country results. The program I use was designed by one of my sixth-formers who is studying computer science and is also a cross country runner himself. He was only too aware of the length of time it often takes to compile results after a race.

I was also wanting to produce a better and quicker result for all my interhouse and tutor group competitions. In the past I had added up the scores and then pronounced the results. The program I use was designed by one of my sixth-formers who is studying computer science and is also a cross country runner himself. He was only too aware of the length of time it often takes to compile results after a race.

The new computer program produces a neat, typed set of individual, tutor group and house results for both boys and girls within half an hour of each race ending. The result attracted a great deal of attention from the pupils, more so than in the past. The project has been a great success not only in producing better and quicker results for the pupils but also providing a worthwhile course work task for my sixth-former. He has taken the program to a nearby school for use with their cross country competitions.

Computer assistance with administrative tasks is also possible and, of course, specific to PE. Such matters as the production of school reports or stock control are feasible but we require whole school acceptance before being implemented. I hope to use the computer to help in both these tasks soon.

The danger of computers in schools is that they will become, or be seen as, the province of the maths department. I am trying to show pupils and teachers that computers can and should be used in other areas of the curriculum. Teachers must not be afraid to explore possibilities and, if necessary, ask upon more knowledgeable assistance, even from one of their own pupils. Using the computer has enhanced my curriculum and pupils now ask, "When can we use the computer again in PE, Sir?"

Mike Skinsley is head of the PE faculty at Hartcliffe School, Bristol.



Micros have helped to assess pupils' fitness and tabulate cross country performances.

Computer runs

Courses

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City of Birmingham Polytechnic Margaret Street,
Birmingham B3 3BX.

Bert Lodge reviews a new
guide to careers in sportWhen more
recreation can
mean more
work

Can teaching physical education be counted as a career in sport?

Chris Middleton, author of a book on the careers in sport, says that it can be the most secure job there is to sport, he says.

Why this preoccupation with security? Because, as he says in his book, the world of professional sport is a ruthless and completely unemotional environment. "With sportmen as with buses there is always another one behind."

PE teachers, by comparison, have a secure existence. They are not in a risk job because the school, which has lost every game this season, will still have its PE staff.

That is, of course, true but what is the point of saying that every one of those games will have been attended by a member of the PE staff. The extra hours they get in are still taken very much for granted in school.

Nevertheless, this book is timely. While it is true that some areas of recreation are more secure than others, the book is a valuable guide to the careers in sport.

the middle of a sporting boom."

Participation in outdoor sport doubled in the 1960s and increased by half again in the following decade. Participation in indoor sport also doubled during this period, due to the growth of multi-purpose sports centres now numbering nearly 800.

In its Ten-Year Strategy launched a year ago the Sports Council announced that it wanted to see another 800 sports halls and 200 swimming pools opened by 1992. Participation is assured by an increase in enforced leisure, notably among the young unemployed, and by a higher take-up of sport among the old, as the group also expands in size.

So more sport means more people needed to administer, supervise, organise, train, coach, mark the fields out, blow the whistle, clean the filter pump.

The recreation profession is one of the few that face a genuine prospect of expansion over the next decade. The academics were not too slow to recognise this. Now 50 polytechnics offer a degree with a specialism in recreation or leisure studies. In the 1980s the variety

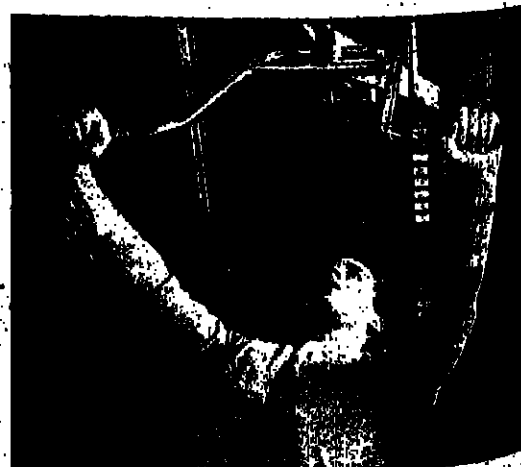
top, if every professional sportsman woman hung up their boots, but clubs tomorrow, 7,600 jobs would suddenly become vacant.

These jobs are mostly confined to the activities and Chris Middleton's book deals with each in detail: golf, tennis, football, horse-racing, greyhound racing, league - though this is a hard sell.

The remaining chapters deal with more peripheral sporting careers such as groundsman, referee, medical, photography, and journalism. This since the enormous growth of sponsorship and television coverage.

Addresses of governing bodies, referees, helpful periodicals, and practical and the book is a living from sport may be found in none of them. It is a useful guide.

Careers in sport, by Chris Middleton, Kogan Page, 120 Fenchurch Lane, London, E1 3BB, £2.95.



NEWS

Strike fund shift
urged to pay for
communications

by Richard Garner

Delegates to the National Union of Teachers' annual conference this Easter will be asked to approve the expenditure of up to £250,000 from its "strike" fund on new equipment to aid union internal communications.

But the Blackpool conference is likely to see the move opposed by members who believe that the money should stay in the union's sustenance fund, which finances industrial action and other campaigns, because of anticipated threats to teacher employment.

The plan, approved by the union's executive and to be considered at the conference, would allow up to £250,000 to be spent on new communication systems at the union's headquarters, regional offices and for its local branches; but it would go ahead only if three-quarters of the executive members present at any meeting discussing it voted in favour.

The executive memorandum prepared for the Easter conference acknowledges the increasing pressures on

teachers and the threats to both education and employment, with the resulting need for improved internal union communications.

It adds: "The intention would be the purchase by local associations and divisions of equipment which would facilitate the production of attractive and effective written communications to schools and to individual members."

"Included, therefore, could be typewriters, reprographic equipment, word processors and/or appropriate computerized equipment for the printing of material, including addresses."

The memorandum says the money should be spent over the next two years. However, some union members may want the money to stay in the sustenance fund to pay the wages of members engaging in industrial action over jobs' threats.

The union has always met the salaries of members taking part in official strike action lasting more than half a day.

Westminster
diocese
thinks again

The Roman Catholic Church has appointed Mrs Kathleen O'Gorman as director of the Westminster diocesan education service. Mrs O'Gorman, aged 45, will be responsible for coordinating religious education in more than 200 parishes with more than 250 Catholic schools. She is the first woman to hold such a senior post in any diocese in England and Wales.

The appointment follows the dissolution of the previous overseeing body, the Westminster Education Commission, after a critical report of its activities by the Grubb Institute, a firm of management research specialists (TES, August 5, 1983).

Mrs O'Gorman, who has three daughters and a son, is at present an inspector of schools in the London borough of Croydon. A graduate and qualified teacher, she was formerly a deputy head in Weybridge and later lecturer in communication at Brooklands College of Further Education.

Police need to inquire says STOPP

The anti-cruising pressure group, STOPP, has accused police of failing to investigate complaints by parents about "severe beatings meted out by teachers."

The Society of Teachers Opposed to Physical Punishment has written to Sir Lawrence Byford, chief inspector of constabulary, asking him to investigate the "general failure" of the police to conduct proper investigations into complaints by parents against teachers.

STOPP did not like aspects of Sir Lawrence's recent speech to the Society of Education Officers in which he criticized some parents for allegedly being more concerned with children's safety than crimes they committed.

STOPP has told Sir Lawrence that in his experience many parents were afraid to complain about beatings inflicted on their children at school. Rather than discouraging complaints, the chief inspector should be calling on parents to refuse to tolerate the beating of children.

Mr Tony Scott, STOPP education officer, says in the letter: "It is frankly intolerable that the police should wash their hands of all responsibility in this way. In doing so, they are giving teachers a privileged status above the law, which is accorded to no other group in our society."

Secretaries go back to work

School secretaries in Sandwell, West Midlands, returned to work on Monday after an 11-week strike over a pay dispute. The secretaries' union, the National Association of Government Offices, Association, voted by 198 to 121 in favour of a pay formula.

The union's members, who are employed by local authorities, have been paid 75 per cent of the money the authority docked from their wages for refusing to answer telephones before they went on strike.

Cooperative plan aims
to keep school open

by Biddy Passmore

A Northamptonshire scheme for tackling the problem of falling rolls without closing schools could point the way for schools throughout the country.

The plan has been drawn up for the town of Kettering, where secondary pupil numbers will fall by 17 per cent between 1982 and 1993, a drop which would normally make one of the six secondary schools unviable.

But consultations last autumn about a possible closure or amalgamation met hostility from parents, teachers and governors, and a working party has now drawn up an "alternative approach" which has just been approved by the education committee.

This involves close collaboration between schools on timetabling and resources, combined with substantial participation in schools by parents and the community (the Voluntary Input Plan).

Activities with which volunteers could help include assisting in the school library, resource centre or office; helping with careers education, health education or courses in life and social skills; and organizing such extra-curricular activities as games coaching, chess and drama.

The changes would be supervised by a full-time coordinator with a status equal to that of headteacher, who would chair a committee of the six school heads. Each school would also have a part-time coordinator of the Voluntary Input Plan.

Their pay, and the extra costs of development such as more new technology, would be met by "external funding" - understood to mean national or local education charities.

The aim of the plan, according to the report of Mr Michael Henley, county education officer, is to enhance the curriculum as rolls fall and at the same time to minimize or to eliminate the

extra costs arising from maintaining all six schools after 1985.

But Mr Jack Morrish, the Labour education committee chairman, reacted strongly to the suggestion that the county would be running six schools for the price of five.

"We don't believe in running education on a shoe-string in Northamptonshire," he said. "Voluntary input isn't only a financial question although it will produce some savings. The main point of it is to enrich the curriculum."

He stressed that Northamptonshire had been one of the first counties to move towards curriculum-led staffing. There would be "no question" of reducing teacher numbers on a pro rata basis in line with falling rolls ("That way lies disaster," he said).

Nor was the county planning to use parents in place of ancillary staff. "There is a fine dividing line - which we are handling with considerable care" Mr Morrish said. "Wrongly used volunteers could cross the line between legitimate voluntary input and job substitution."

The scheme seems to have been generally well received by local teachers and parents - largely, no doubt, because it avoids the disruption and sudden job losses of closing a school.

But Mr Rodney Durrant, branch secretary of the National Union of Public Employees, was less enthusiastic. Predicting redundancies among teachers, he said the county council had chosen "the worst possible option for the children of this town". Parents would not take over ancillary duties if NUPE could help it.

To get the scheme fully operational by 1985, a committee of deputy heads is to report by May on a plan for coordination between schools.

Allowance rise

Teachers in community homes and assessment centres have been awarded a 31 per cent increase in their allowances by an arbitration panel, which will take the allowance for 16 hours extra duty per week from £1,869 per year to £2,450.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters/Union of Women Teachers, said that teachers were all getting paid that amount "on the cheap" because teachers of further education courses, on lower allowances, could receive

Courses

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2-3 March	INVESTIGATIONAL WORK IN MATHEMATICS TEACHING (9-16)
5-8 April	PASTORAL CARE AND PUPIL PERFORMANCE
16-19 April	UNDERSTANDING ISLAM TODAY: THE MUSLIM VIEW
29-30 June	TEACHING THE CAMBRIDGE LATIN COURSE
1-6 July	PRIMARY MANAGEMENT (for deputy headteachers)
6-8 July	BRITISH AND AMERICAN POLITICS
6-8 July	TIMETABLING
16-18 July	TEACHING ENQUIRY-BASED COURSES
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Full details available from: Courses Office, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX. Tel: 0223 69831.

MICROELECTRONICS FOR ALL

A day conference for teachers and school curriculum planners looking at various approaches to introducing computer studies, information technology and microelectronics into the curriculum of the comprehensive school.

Saturday, March 10th, 1984

Department of Education
University of York

Speakers include Classroom Teachers, School Heads, an LEA Adviser, HMI and University Lecturers. Demonstrations and displays of school-developed equipment and curriculum materials. Conference Fee (inclusive of buffet lunch, coffee and tea) £10. For bookings and details contact Gill Carr, Department of Education, University of York, Heslington, York YO1 5DD (phone 0804 69861 Ext. 411).

EDUCATIONAL DEVELOPMENT ASSOCIATION
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July 28-3 Aug. Computing for Beginners, Advanced Primary Management, Special Educational Needs, Primary Mathematics, Language B Literacy B-13, School 1-12, Curriculum/Organisation 3-8, Headship & Responsibility in the P. School. 4th-10th August Managing the Micro, Technology in the Primary School, Specific Learning Difficulties (Cyrillide), School Management, Primary School Music, School 1-12, Southern Heritage - an activity holiday. For brochure please send s.a.s. to: Jean Fisher, 55 Mill Road, Whiteless, Peterborough, Cambs. - Phone 0733 203130. SUPERB ACCOMMODATION PROVEN COURSES WHY NOT INVEST IN YOUR FUTURE? (633)

UNIVERSITY OF SUSSEX
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The Physics Division is organising residential summer schools, run from 8-11 July and 11-14 July, mainly for first year sixth formers who are considering Physics as a career. Lecturers and discussions will take place on Modern Physics content of the A-level syllabus; specialist topics such as astronomy and elementary particles; and physics as a career.

Further details and application forms from: Mrs L. Saville, Physics Division, University of Sussex, Brighton BN1 9QH. Tel: 0273-606755, Ext. 598.

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FOR LANGUAGE TEACHING METHODOLOGY AND MATERIALS. A one year, full time course, Oct 84-July 85, designed for teachers of English as a foreign language, to develop their professional skills and knowledge.

The course consists of five 6-week modules: Applied Linguistics for Language Teaching; English Language Teaching; Methodology; Materials for English Language Teaching; Language Teaching in Context; Optional Studies.

For further details write to: Academic, Room 40, Essex College of Higher Education, FRIESTON, London W8 8BT.

Manifest opposition to reform

FRANCE

Independent school supporters take to the streets in the latest round of the battle over their autonomy. Report by Mary Follain.

The old war between private and state schools is flaring up again in France. About 60,000 supporters of independent schools recently paraded through the streets of Bordeaux in protest against proposed measures which, they fear, will spell the end of their prized autonomy.

The police estimated that 45,000 people took part but others put the figure at 80,000. Whatever the case, the organizers are surprised and delighted since this is the first of five "manifest" (short for "manifestations") scheduled to take place within the next two months.

Bordeaux was chosen as the first venue because there are relatively few independent (or voluntary aided) schools in the South-West of France and it was thought that participation



Some of the thousands of independent school supporters who took part in the Bordeaux demonstration.

would be modest.

But, incensed by proposals put to them by M Alain Savary, Education Minister, in December, soberly-dressed people arrived in packed trains and buses from as far away as Tours, 330 kilometres from Bordeaux.

Representatives of both the public and the private sector have already rejected M Savary's reform plans but his colleagues are apparently asking him to speed up the changes.

He has announced that the projected measures concerning private

schools will be submitted to the National Assembly this spring and that some must take effect before the beginning of the school year.

Proposals dealing with the alignment of school holidays in both sectors and with reductions in government grants to private schools under contract are not expected to embarrass M Savary. Two sticking points, however, are the accreditation of teachers in independent schools and the creation of nebulous overbodies called "institutions in the public interest" (EIPs).

Voluntary aided schools seek accreditation as the first step towards integration. It would, they fear, make civil servants of those teachers who chose to comply and the role would start from within.

Worse, should a post become vacant, a teacher from a state school could be foisted on them by the Ministry of Education. And would a civil servant be allowed to teach his pupils the catechism?

Opinion polls, however, indicate that less than 10 per cent of parents

choose private schools for religious reasons. The majority do so because they regard them as havens of discipline and high standards.

Provision had already been made in this year's Budget to cover voluntary aided schools. It was ruled out of order on December 20 by the Constitutional Council, a right-wing body which acts as watchdog to the French Constitution, but the issue is still very much alive.

The Catholics refuse categorically to discuss both accreditation and proposed EIPs which, they say, would make them too dependent on state and on local authorities. In turn, the Government refuses to consider fresh proposals submitted by the National Committee for Catholic Education, the Catholics may not retire from negotiations altogether.

If they do, M Savary will find himself almost alone at the negotiating table since more than 90 per cent of voluntary aided schools are Catholic. They have the support of the public since about 70 per cent are in favour of maintaining private education.

Even the public sector, normally its allies, reproach him for failing to achieve the *école unique*, a unitary system free from any denominational creed.

Both sectors claim that true freedom is being dictated to by the Left and the Right or Alain Savary and Communists, commented one disaffected teacher about to strike against the reforms. Her view is an extreme one but it is evident that political organizations are exacerbating the debate and hindering negotiations.

A sporting chance for all promised by minister

AUSTRALIA

It is often said that one of the few things that can bring all Australians together is an instantly recognizable national entity is sport. Australians worship their sporting heroes, be they cricketers, such as Dennis Lillee, or swimmers like Dawn Fraser.

But according to Senator Susan Ryan, the Federal Minister for Education and Youth Affairs, very little is being done in Australian schools to encourage all children, and not just those who appear to have the makings of a champion, to take up sporting and physical education activities.

Sensor Ryan told a recent conference of physical education teachers in Sydney that while the education system had always promoted and rewarded outstanding athletes, the majority of children, and especially girls, has often been left with little guidance and opportunity for the development of sporting and other physical skills.

As a result, the Government had decided to make increased participation in sport for all children a priority for 1984, she said.

A child who could perform well in school sports was more likely to be confident, have a higher self-esteem, and develop better relations with other children and teachers than the child who could not.

In turn, Senator Ryan said, higher self-esteem often improved academic achievement.

In the case of girls, sharp differences had been observed between performance in primary and in secondary schooling. "In primary school, they were generally confident and assertive in the classroom and in the playground, but towards the middle of the secondary years they started to pull out of physical activities. They become obsessed with their shape and weight, not in relation to health and fitness, but to a commercially promoted ideal," Senator Ryan said.

Lula Garcia

Travel

WHAT IS THE DIFFERENCE BETWEEN AN EDUCATIONAL VISIT AND A SCHOOL TRIP?

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Caroline Cuss examines a West German plan to help unemployed teachers and Thomas Land reports on an EEC jobless survey.

Job creation at workers' expense

WEST GERMANY

Teacher unions have told the Government that they are opposed to its proposal to take an hour off their weekly roster and to cut their salaries by 4 per cent so that jobs can be created for some of their 50,000 unemployed colleagues.

Herr Hans Schwier, Education Minister for Northrhine-Westphalia, is working on an initiative to present to the Federal Council and Herr Anton Pfeiffer, Secretary of State at the Federal Ministry for Education and Science, says it would create 20,000 new jobs.

But, Dr Dieter Wunder, chairman of the biggest union, the GEW, is against teachers being singled out for sacrifice.

In an interview with the journal *Der Spiegel*, Dr Wunder said, Herr Schwier's proposal had been put forward by his predecessor two years ago, but nothing had come of it.

Teacher unemployment was a problem for society as a whole, not just for teachers in work. He would consider alterations in the salary structure of the civil service, he said.

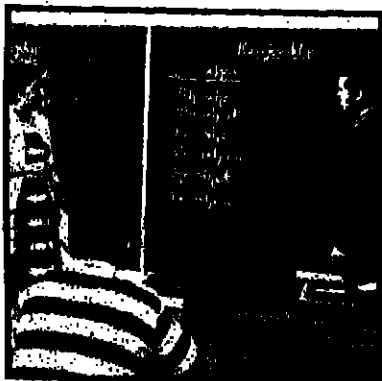
Dr Wunder favoured earlier retirement for teachers, but this would mean a massive reduction in overtime.

Both the Christian Democrats and the Social Democrats agree that a solution must be achievable at no extra cost.

An initiative already approved by the Federal Council, but which must be passed by the Federal Parliament to become law, includes the extension of part-time job options and unpaid leave, as well as provision for early retirement. These measures apply to the whole civil service, not just teachers.

All inter-ministry working groups on teacher unemployment job opportunities, under the aegis of the Federal Educational Ministers, are concentrating on the measures in the plan.

At the same time, the Federal Government is working to open up public and private secondary schools to more teachers.



Teacher training has already been cut in many states.

ing and the media; and warning young people of the inherent risks of a teaching career before they embark on a teacher training course.

Teacher training has already been cut in many states. Lower Saxony, for example, has reduced its provision for first-year students from 3,964 places to 2,943.

Overtime and sickness cover make large inroads into potential employment for those on the waiting lists, as does the practice of "jobs on the side". In Lower Saxony, it is estimated that 30,000 teachers with jobs are taking work which could occupy around 1,500 unemployed colleagues.

Permission for these extra jobs can be refused, and the states are appealing to educational establishments to give priority to the unemployed.

Although there has been some response to the part-time job options in various states, it has not made much impact. In Northrhine-Westphalia, 1,256 of the 157,327 teachers have applied to become part-time since the start of the year, thus creating 395 posts. The state has 5,000 unemployed teachers.

In Baden-Württemberg and Lower Saxony, teachers appointed this school year have been given only three-quarters of a job for their first five years.

Another factor in the debate is the fact that too few young teachers are applying. The issue will be an important one in the new structure of the

After the boom comes the freeze

EEC

Most West European governments have responded to the end of the post-war baby boom by cutting or freezing their education budgets. As a result, many thousands of newly graduated teachers are being laid off, according to a survey published by the European Commission.

The Brussels study, compiled by the secretariat of the 10-nation European Community, projects a long-term decline in teaching jobs in the Netherlands by the year 1985, and in the German Democratic Republic, by 1990. In the Federal Republic of Germany, it says that the number of teachers will fall by 10 per cent of the teaching force of 45,000 by the year 1990, with the possibility of a further 17 per cent cut by 1995.

A separate United Nations study says that Canada has more than 11,000 unemployed teachers, Belgium more than 11,000 and Britain more than 37,000. And this may well be just the tip of the iceberg, for official data often fails to tell the full story about all categories of unemployment.

The impact of falling birth rates on reducing the need for staff is being felt by primary school teachers in West Germany. Women part-time teachers tend to have little or no social advancement or a permanent commitment and are usually the first to be fired.

In the decade to 1985, the number of under-14-year-olds within the European Community is expected to decline by an average of 14.5 per cent. In Community countries, however, the population of 'socialist' France is expected to be cut by 10 per cent by 1990, and in the West it is expected to fall by 15 per cent.

Hope for an early end to the unemployment of teachers in West Germany lies with the Federal Government's plan to increase education expenditure between 1982 and 1985 by 1.5 per cent a year. This would mean a 5 per cent increase over the next two years. However, France has increased its education expenditure by 1.5 per cent

RC bishops resist calls for integrated classrooms

IRISH REPUBLIC

Irish Catholic bishops have strongly rejected any suggestion that their schools are the cause of division in Northern Ireland.

They have told the new Ireland Forum that the charge was unsubstantiated in any way and that it is "gravely hurtful" to the Catholic community.

The forum was set up by the Dublin Government last year to see if some way could be found to break the present northern political impasse. The forum members are drawn from the main political parties in the Republic and from the mainly Catholic Social Democratic and Labour Party in the north. Unionist parties have refused to have anything to do with it officially but a number of individual Unionists have addressed the forum in a personal capacity.

The Protestant churches have made submissions to the forum but these have said very little about segregated education. However, the submission from the Catholic bishops has contained a very fulsome defence of Catholic schools.

It explains why the church decided to develop its own system of Catholic schools after the Northern Ireland Government was established in 1921. Minority church involvement on the management committee of a state school and a daily period of non-denominational religious instruction could not in any way satisfy the ideal of a religious system of education, it says.

The highly submission says that a basic source of difference in the north is the constitutional issue and the allied questions of political identity and

loyalty. While there may be a religious element, the bishops reject the view that religious differences play a part in the divisions.

The submission quotes from research by James Russell and John Selwyn which casts serious doubts on the possibility of integrated schooling offering a "solution" to these divisions.

It makes the point that even if one were to adopt the theoretical position that integration of education would be a possible step towards community harmony, a review of some practical considerations might suggest an alternative conclusion.

For example, a decision to introduce integration would mean that schools would be forced to accept Catholic and Protestant pupils. Real educational integration would involve bussing pupils and teachers and could provide confrontations and levels of intimidation as yet unseen in the north.

The bishops say that during the past 40 years of violence, the Catholic school has often been a refuge for many pupils and teachers, which may yet lapse into vengeance.

Though they may not always meet with establishment approval, students in Northern Ireland are listened to. In 1978 the then National Union of Students issued a mandate for the democratization of education, and when it was ignored, organized mass student demonstrations. The Federal Commissioner for Education was removed as a result.

John Walsh

Jane Bryce

Why criterion referencing is not yet accepted as the norm

UNITED STATES

Peter David on how the Americans have resolved the debate over which form of testing to use.

give teachers a detailed diagnosis of students' weaknesses.

Instead, it was suggested, tests could be devised to find out precisely what students knew and could do.

The new criterion-referenced approach has by now become common in many of the tests used in schools. Detroit, for example, intends later this year to use a newly-developed criterion-referenced test in place of its old norm-referenced test as its main "test of record" - the test that will be used to measure overall achievement within the city's educational system.

Under its existing norm-referenced system Detroit gives students an overall score for each aptitude, such as reading comprehension. The new tests will abandon the overall scores and identify progress in detailed areas. Reading comprehension, for example, will be broken down into decoding skills, knowledge of vocabulary, the ability to grasp the main idea of a passage and an understanding of cause and effect.

The advantage, Detroit hopes, is that the tests will no longer be seen as a depressing measurement of the school's failings but as a tool to help teachers identify areas in which students are experiencing difficulties. In some cases, champions of criterion-referencing say, the process of de-

Rapture over coup subsides

NIGERIA

In Nigeria at the beginning of this year, the universal greeting was "Happy New Year, Happy New Government".

Though happiness may continue to be elusive, the army's action in overthrowing the deeply unpopular Shagari regime gave most Nigerians what they badly wanted. After a year of increasing inflation, food scarcities and rigged elections, change was essential at any price, and has been welcomed with rapture.

In the general rush to support the Federal military Government, Nigerian students, too, have been making their voices heard.

However, the latest statement to be issued by the University of Ife, is critical in its reactions to post-coup developments. It criticizes the laxity of the Federal military Government for the escape of wanted politicians and known embezzlers, for the release of Shagari and the notorious ex-Police Inspector General, Sunday Adesunwa. Here, once again, students are reflecting the gathering mood of impatience in the country, which may yet lapse into vengeance.

Though they may not always meet with establishment approval, students in Nigeria are listened to. In 1978 the then National Union of Students issued a mandate for the democratization of education, and when it was ignored, organized mass student demonstrations. The Federal Commissioner for Education was removed as a result.

John Walsh

Jane Bryce

Planning ahead for high technology

NETHERLANDS

Lynn George describes the large-scale social introduction of computer science

educational priorities policy for disadvantaged groups.

At the moment, due to lack of clear government initiative, computer education in schools has been largely sporadic with hardly any computers in primary education and in only a handful of secondary schools.

Two major, long-term targets, however, will be the training of computer teachers on a large scale, and the setting up of a comprehensive computer network between education and industry for the development and distribution of programmes. An external organization, the Centre for Education and Information Technology, will be responsible for initiating and distributing the programmes.

Concerned that Holland may be left behind at the starting post in computer research, the Government has earmarked £37m for universities and *Hogeschoolen* to attract more highly specialized computer personnel. And to increase co-operation in research between educational institutes, industry and the public sector, so-called Innovation Research Programmes will be set up as well as computer networks.

Obtain details from: SPECIAL PROGRAMMES, CENTRAL BUREAU FOR EDUCATIONAL VISITS & EXCHANGES, SEYMOUR MEWS HOUSE, SEYMOUR MEWS, LONDON W1H 8PE. Tel 01-488 5101

UK/US SCHOOL EXCHANGE SCHEME

Enquiries are invited from teachers with an interest in effecting the exchange of a party of ten pupils and one teacher with a high school in the United States for four weeks. It is envisaged that accommodation will be provided by host families and that the participating schools will provide a varied programme in and out of school.

Obtain details from: SPECIAL PROGRAMMES, CENTRAL BUREAU FOR EDUCATIONAL VISITS & EXCHANGES, SEYMOUR MEWS HOUSE, SEYMOUR MEWS, LONDON W1H 8PE. Tel 01-488 5101



01-488 5101

Book's publicity poster makes unhealthy appeal

Sir - There is a strange lapse of critical consciousness in the middle of Jessica Yates' survey of how shops and libraries make available teenage fiction ("Child or young adult?", *TES*, January 13).

She begins by admitting that as a school librarian her responsibilities led her, with other staff, to reject books of a racist and sexist nature. She ends her article by directing "book-banners" away from young adult books and towards the bestselling "nasties" and war novels, or the new cult of the teenage romance. It never occurs to her that Judy Blume and her publishers, for example, might be milking the teenage market by reflecting a teenage cult of conformity (see *Children's Book Bulletin* No 3).

Apparently, she innocently believes that all writers, publishers and booksellers are in it for educational reasons. Even Edward Blishen two pages earlier in the same issue almost expresses reservations about Roald Dahl's latest book for "needing to express, and to evoke in the reader, quite disturbing orders of disgust and distrust".

Jessica Yates is surely right in general to admire much of the recent publishing for the young adult market, particularly in her citing the work of

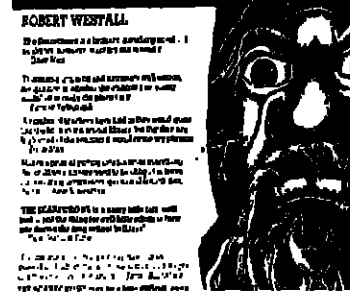
David Rees as an example. But sometimes the "market pressures" can lead a publisher to an extraordinary feeling of teenage cults. The recent publisher's promotion of Robert Westall's *The Scarecrows* I would rate as an example.

Can one be critical of how publishers invite school bookshops and teachers to get a book read without one's being so critical of the book itself? Of course publishers don't think so. But 14 teachers at a Sheffield NATE conference on fiction wrote to Puffin Press to "reject the appeal to 'nastiness' in the graphics and text of the poster advertising *The Scarecrows*. The style of appeal and the values underlying it we feel to be unhealthy - the suggestion that 'aggression' and 'sex' should be read about because they might be 'forbidden' to school-aged readers by adults, is not, we feel, a healthy basis on which to get books read or sold".

Note that we were not objecting to the book; nor were we suggesting that we would "forbid" the reading of it. That promise of "forbidden" "sex" "violence" is being identified as the appeal attempted by the poster.

It takes a head of promotions at Penguin Books to devise this sleight of hand in his reply: "We felt, as indeed

The Scarecrows



your letter indicates in some way, that adults would not allow children access to this book if we did not call every- one's attention as dramatically as possible to the conflict of issues it raised. You see, they're really in it for purely educational reasons. And what's more, we, in writing to complain, are to be dismissed as typical and expected complainers.

"Of course we knew we would get some letters about what is admittedly a controversial approach. . . .

Suddenly we're the loony fringe, out of step with how bad the culture really is out there and how moderate it is in the promotions department of Penguin Books. . . . 'Images and descriptions far worse' appear regularly on mass-market circulation newspapers and television news and on the streets of our towns and cities".

That is the degree of moral bankruptcy that can lie behind posters from Puffin Plus sent to your school for you to display in your educational role. Jessica Yates might have given you just a hint of that possibility.

TERRY GIFFORD

Head of English
Yewlands School
Sheffield

Needs of youth

Sir - It was with interest and concern that I read Mr Woodger's letter ("YTS Offers", *TES*, January 6). Factually he is correct: managing agents, who are almost invariably employers, do decide whether students are "suitable" to attend their courses. Yet more interesting than the facts are the attitudes of Mr Woodger, who presumably is an employer acting as a managing agent. I believe his views to be representative of industrial and commercial agents.

The argument presented appears to pay scant attention to the needs of students. Looking at the situation from their viewpoint, money must be a (if not the) major motivating force. Youth Training Scheme students do not usually want to be on these courses: they want jobs. There are no jobs, so they attend such courses, partly because of the financial inducement.

From this, it follows that there will be students on YTS courses who do not want to be there - but who do indeed attend for the money. Such students

can be disruptive and can cause problems. Mr Woodger seems to argue that such students either should not be allowed on schemes or should be removed when disruption occurs. Whilst teachers are aware of the problems they are also aware that five student often needs far more attention.

I believe that the failure of most employer-based YTS schemes to empathize with such student needs (possibly for economic reasons) demonstrates that the most suitable places for YTS courses are the further education colleges. For colleges can return the emphasis back from the managing agent to the student.

It is possible that through the Manpower Services Commission, an attempt is being made to replace further education by a cheaper form of training; yet we must appreciate the danger that such training would ignore both education and student need.

GRAHAM FOWLER
12 Oxhay Court
Maybank Newcastle, Staffs

Emphasis on jobs

Sir - Many further education teachers of construction subjects will support the Construction Industry Training Board in its efforts to keep YTS training objectives job-specific.

I wonder if anyone has ever seen the YTS philosophy of broad-based training really work. Does anyone sincerely believe that young people engaged upon YTS programmes are really so far-sighted as to be able to participate, actively and enthusiastically, in broad-based non-job-specific training? I doubt it, as I doubt the feasibility of the theory of broad-based training and even the need for it.

The objective is a literate, numerate and flexible workforce. This is of benefit to employer and employee alike and raises no spectre of narrowly-trained job fodder for short-term employer gain. I suggest that any programme of training which links the application of communication and numeracy skills to practical skills will

go a long way toward achieving the qualities we seek in young trainees. And further, because trained to identify with job specific training programmes that relate to their own employment (correct or otherwise) such a programme has a much greater chance of successfully linking the vital elements of practical, communication and numeracy skills.

Job specificity is no disadvantage. Analyses of skills in construction, engineering and other activities reveal a remarkably high degree of commonality at basic skill level. How often, I have teachers send the second trainee achieving success across the board. If specific training in the trades fires a school-leaver to become literate, numerate, computer literate, that the same trainee has the skills to become competent in other work both within and beyond the construction industry.

J SIBLEY
109 Argyle Gardens
Uppminster Essex

YTS cost-effective

Sir - I am increasingly concerned and puzzled by headlines such as "Tory councils threaten to withdraw from YTS" (*TES*, December 23).

No doubt there are many ways of apportioning costs in further education, but one thing that is clear to anyone who takes more than a couple of minutes to examine the figures is that all Youth Training Scheme courses are more cost-effective for local authorities than are "traditional" further education courses.

This is quite simply because income from fees for traditional courses is expected to cover about one eighth of costs, whereas income from YTS courses is expected to cover two thirds of costs. So why the panic and concern?

I suspect that it is all part of the legacy of the Youth Opportunities Programme, when the Manpower Services Commission paid further education directly for courses and fees were expected to cover all costs.

The situation under the YTS is quite different, as managing agents will be largely buying in FE courses, much as will any other employer of young people who need further education. Only a very small proportion of young people are on Mode B2 courses for which the MSC pays colleges/s.s.s.s directly.

Generally speaking, YTS trainees attend FE colleges for two kinds of courses - traditional (C & GL, TEC, BEC, RSA, etc) courses, on which trainees "infill" and as such are virtually indistinguishable from traditional students (indeed many of them are traditional students), and specially designed courses for YTS.

In the first case, there seems to be little justification in reason for charging a non-YTS employer significantly more than a YTS employer.

Unequal at 16

Sir - Surrey residents are about to witness an example of the distribution of the county's rate support grant for education.

In September four 16-year-olds may board a bus. One will be bound for a boarding college and will be charged 55p. The other is on a YTS scheme and will have all the fare paid.

Child on the bus is a student attending an institution offering sixth form entry. As he is in the second year, Surrey will pay the fare.

less than a YTS employer for an identical course. It may well occur to managing agents that they (and the trainees) are making a heavy subsidy of existing courses, which in many cases helps to keep them going.

In the second case, colleges are largely responding to the need to provide new kinds of courses to meet new needs, as they have often done in the past. Again, there seems to be no good reason why these trainees, or their employers, should be expected to pay substantially more for their further education than, for example, a student studying A level. This is especially so when most special YTS courses are relatively cheap, requiring little expensive capital investment such as may be required by advanced engineering courses, and when many I.C.S.s do their best to pare costs to the bone by employing part-time staff to work on annexes (often disused school buildings) to teach on these courses.

I suspect that most I.C.S.s do not look much more critically at the actual costs of the YTS and other courses, and to re-examine their priorities in course provision. It may be that they conclude that more involvement of YTS, possibly at the expense of traditional courses, yields a much better return on investment.

It would, of course, help if the Government were to allow I.C.S.s to spend on developing provision for YTS without incurring large, ungranted penalties. But that is a question quite beyond the scope of this letter, and raises all sorts of issues about the apparent contradictions in policy between different government departments.

ROY BOFFY
Project leader
YTS Core Skills Project
The Polytechnic/Wolverhampton
Castle View, Dudley

Last abroad is a new student who will now be faced with fares which only this month increased by 7 p. cent. Questioned about the equity of such a system, the Tory majority education authority which has been ordered to stand on their own feet, has given a national agreement with the staff treatment of this kind is only for the course.

MURRAY ROWLANDS
County Councillor
1 Buckingham Way
Rimley, Cambridgeshire

Curriculum: how can a good formula be bettered?

Sir - When all the high thoughts about this new curriculum have been expressed and people have to get down to being precise about what is to be taught and what is to be discarded I wonder where we shall end up. I suspect we shall remain on familiar ground.

What is it that the world wants of us that we are not providing? Greater competence in simple English and mathematics? There is no clear evidence of any decline in these skills. In fact, bearing in mind the massive school growth and upheaval of the last 25 years, the results are surely creditable.

More science? Again the science knowledge and skills found among comprehensive pupils must be streets ahead of that of a quarter of a century ago, even in the grammar schools.

Awareness of the world about us and of modern problems? I would say that today's children are as well aware of the world, including the Third World, as are the majority of adults. Furthermore many of them are not just academically aware; they are prepared to respond to the needs of others.

The Arts? Despite considerable exam pressure, schools today have, I would say, a record for excellence in what the Arts which must be unequalled.

Craft, Design and Technology? In many cases schools can claim that their approach to a subject which should be pointing towards the heart of British industry is in advance of the requirements of that very industry. But while the requirements of professions and universities continue to favour traditional subjects we sometimes wonder if it was worth it.

Very little has been said about the motivation for pupils under the new curriculum. If we are telling pupils that we are educating them to take their place in the adult world of work, then we should give them the assurance that they want to work? If we rely on our curriculum towards what in effect will be employment for the minority, then we are doing the young as big an injustice as in those days when much of secondary education was based on a diluted form of grammar school education.

What is it that we are to be asked to drop? English Literature? But the traditional texts contain as many relevant, discussion points for modern

living as any "Lifeskills" course. Ancient history? Again, a well-taught study of the struggles of man against man, of idealism and barbarism as valuable as trying to keep up with some contemporary news item. Geography? Man and his world-wide relationship to his environment, his use or over-use of resources, is surely just what we need. Drama? How better to learn to speak up for yourself, or for your weaker neighbour? Religious Education? If we forget to ask why we are here, then we remove what to many must be the greatest work motive.

I do not wish to seem complacent. There is always room for improvement in the content of education and our methods of teaching. But I do not believe that we are as far off the mark as is being suggested.

When things get in a mess then it is natural to look around to place blame. But without wishing to pass the buck I wonder just what evidence there is to indicate that our economic decline has been a result of the failure of schools to produce properly-educated young people? All the evidence I know seems to point to factors far outside the schoolroom: oil crises, monetary snarl-ups, political posturing, demise of empire, lack of modern business acumen.

Ways and means

Sir - When Max Morris and I were active campaigners for comprehensive education some 20 years ago, we often denounced "the tyranny of the IQ", the claim that genetic distribution of ability precluded any significant improvement in average academic attainment.

Mr Morris now describes Sir Keith Joseph as a "Johnny come-lately" for his Sheffield speech, which posed the task of bringing half the 16-year-olds to the level we expect at present of only one-fifth, and of bringing four-fifths up to the level now achieved by about half. If Mr Morris and the educational Left had spent more time themselves in improving standards, instead of arguing that schools are impotent to effect significant improvements because of social class and cultural factors beyond their control, his criticism might be better received.

Mr Morris is particularly unfair to Sir Keith when he accuses him of

I have been a head for over 20 years. I shall continue in my tracks, God willing, since, judging by results, the pupils educated by my skilled and devoted staff seem, by and large, to be: (a) happy, (b) willing to work for its own sake, (c) sufficiently competent in the traditional curriculum to go all out for whatever opportunities the world presents and (d) sufficiently philosophical to occupy themselves in a civilized manner when life is not all roses.

We have a good formula, based on the wisdom of the past, plus the technology of today. When I am convinced that someone has a better one I will scrap it.

Henry Morris put it better than I could:

"It is the intrinsic worth of the life that the adult leads, the working philosophy by which he lives, the politics of the community he serves in his maturity, and the amount of efficient action he contributes to that community, that should be the main concern of education."

M W DYBECK
Warden
Sawtry Village College
Huntingdon
Cambridgeshire

seeking to improve standards "just by changing methods of assessing". Sir Keith certainly wants a method of assessment which can at least show us whether standards are indeed changing at all, but his serious dissatisfaction with our current levels of achievement, not just at the bottom end or with a trivialized range of basics, can hardly be in doubt.

Henry Macintosh seems to assume that criterion-referencing can only take the highly abstract and generalized form adopted first in the examinations designed for the Schools Council 13-16 History Project, but this is only one of the ways in which the limitations of norm-referencing, with its guesstimate underpinnings, can be transcended.

His response is, however, highly constructive and it is to be hoped that many educators will take seriously ways in which we can both make and measure improvements in educational standards.

GEOFFREY PARTINGTON
25 Monastery Street, Canterbury

Fit for King's

St John's, Sir, say rats To top hats! Whereas a chorister from King's wouldn't be seen dead With a tassel on his head. MARGARET PEACOCKE
King's College School
West Road
Cambridge



King's: no tassels Please correct this discrepancy. I am a wanted man. BEN BYSAM-WIGFIELD
(The one with protruberant incisors.)
King's College School
West Road
Cambridge

Wanted man

Sir - Upon looking at myself in your newspaper (*TES*, January 20), I noticed that you addressed me as a member of St John's College Choir, Cambridge, when I am a member of King's College Choir, Cambridge, and I find this most demeaning.

St John's ambience

Sir - Last July I was very flattered to see my photograph on the front page of your famous paper, until I spotted the caption underneath which said I was a chorister at King's. I was going to have you charged for defamation of character, but my headmaster persuaded me not to.

Now, sir, you have done it again! There I am, on page 13, still described as being at that Other Place down the road.

Please will you make clear to your readers that those curious boys in top hats and Eton collars come from King's, while the handsome boys in

St John's rats to top hats mortar-boards are the genuine St John's choristers?

MATTHEW WHITE
Chorister
St John's College School
Grange Road
Cambridge

Half measures

Sir - While the Duke of Norfolk and Lord Alexander might demur from Christopher Price's claim that Lord Butler "almost single-handedly destroyed his party's school transport cuts" (*TES*, January 20), advocates of open government will be fascinated by the revelation that the crucial input to this piece of policy-unmaking occurred over a whisky-inspired exchange between your diarist and the ennobled Rab.

The latter is no longer available, alas, to elaborate on Christopher Price's suggestion that he was moved to take a stand against Mr Carlisle's Bill, because the Secretary of State - in an act of discourtesy to be expected, we're told, of a Manchester graduate - had failed to consult the architect of the antiquated structure that was to be partially demolished. Mr Price is in a position, though, to explain his "in-

stinctive" contribution to the rescue of school transport at the expense of meals.

Acting on reason rather than instinct Mr Price's party had flirted with proposals for abolishing the grossly unfair system of determining entitlement to free transport, by comparison with which relief for school meal charges was a model of graduated fairness. The choice between the former measure, the local exercise of which often favoured rural and/or Catholic parents, and the latter, which unevenly assisted poor parents, could never have been an easy one - even after an overdose of whisky.

Mr Price surely owes us a fuller explanation - unless, of course, he deems it is his privilege to rewrite history in three paragraphs of his capricious column.

D G BULL

73 Calms Road
Bristol 6

Right-wing chic

Sir - Clearly Chaim Bermant did not enjoy *Dockers and Detectives* (*TES*, January 20). I suspect he disliked it so much that he didn't get much further than reading the introduction, the only polemical writing in a book otherwise devoted to detailed studies of actual novels and their writers. I would have thought that he might have responded in some way to the long study of the East End Jewish novel, as this is a cultural phenomenon about which he himself has written in much more general terms, but with regard to that study there is a conspicuous silence.

Now it is true that I prefer some books to others. One book I greatly admired when it came out some years ago was called *Point of Arrival* by none other than Chaim Bermant himself. And because I liked it so much - and thought others would - I invited Mr Bermant to speak about his then new book at the Centre for the Book where I then worked. It was a lively evening, books were signed and sold, and as far as I know everybody went off into the night informed and happy. Did something happen that night? Did I, unknowingly, stick my chair-leg through the trousers of his best suit that evening, or fail to give Mr Bermant his bus fare home? He should have let me know.

Now I know it is very chic these days to be right-wing and rude, and that in order to back in the sun (and the *Sun*) of Thatcherite populism you have to show a gift for crude language ("fakes", "drivel") and red-baiting (Ken Worpole equals Ken Livingstone, gaddit?), and a sly little about the difference between the *Daily Star* and *The Morning Star*, but I am sorry that Chaim Bermant who wrote the very evocative account of East London immigration had to join the crowd of imposters looking to parade their new found authoritarianism.

Ken Worpole, as sly as a voluntary literature adviser to the GLC Community Arts Advisory Panel, has the major achievement so far in being the financial support of more bookshops in London to make up for the marked decline in bookshops in the 1960s and 1970s. And yet a GLC policy of encouraging the setting up of comprehensive bookshops in every borough is deftly equated by Mr Bermant, with myself and others telling people "to read what they think we would read". Doubtless, that, would have thought. But perhaps Mr Bermant may be right. W H Smith's will save us all. Tia is in.

KEN WORPOLE
43 Lordship Park
London N16

Sound approach

Sir - I would like to endorse Mona McNeel's article (*TES*, Talkback, January 13) on the importance of a phonic approach to the teaching of reading. As a modern language teacher in a grammar school, I find that my pupils have a frustrating inability to pronounce unfamiliar foreign words or to reproduce the spelling accurately.

Any word of more than two syllables is "difficult" because the pupil has no knowledge of how to split a word into manageable sections and has to attempt the whole word at once. Thus, the beginning is correct but the rest of the word becomes a meaningless jumble, or is hopelessly invented by analogy with a more familiar word. This of course leads to excessive difficulty with French verbs, where the change in the ending of the word is the vital factor.

Further, the idea of regarding anything, whether a material object or an

abstract concept, as an indivisible whole rather than a collection of components makes it difficult and sometimes impossible for pupils to use the "formula" approach to grammar, whereby one may alter tense or person to provide a wide variety of options based on one pattern sentence.

The basic sentence is understood as a "whole", but the function of its various different words as individual entities within the whole remains a mystery to pupils who have been taught that "elephant" is a long word beginning with "e" placed next to a picture of a large grey animal with a trunk.

A return to a phonetically-based system of teaching reading would have consequences far beyond the primary school.

C A CLARK
150 Borchester Road
Rochester
Kent

Assault record

Sir - An important point, cut from my letter published on January 27, is that, contrary to Bert Lodge's insinuation (*TES*, January 6) we in the Society of Teachers Opposed to Physical Punishment have never claimed that all assaults on teachers are recorded. Nevertheless, official figures do indicate a trend, and that trend has been downwards in nonchild-beating inner London in recent years.

Yet during this time, the National Association of Schoolmasters/Union of Women Teachers has been encouraging its members with greater vigour than ever to report any physical confrontation, no matter how minor, that could possibly be regarded as an "assault". And, far from trying to conceal the truth, in 1981 the Inner London Education Authority wrote to all schools asking them, "to ensure that all assaults on employees, whether of a criminal or technical nature and whether they took place on or off the establishment's premises, are notified".

Finally, even if one accepts the estimate of the NAS/UNT's Peter Herbert that there are between 200 and 250 assaults per year on ILEA teachers (see *Daily Telegraph*, April 11/1983), that is a very low figure considering that the authority employs more than 20,000 teachers.

TOM SCOTT
Education Secretary
STOPPE

Language value

Sir - Your letter page last week (January 27) contained letters from many who had read the account in *The TES* of January 13 of the speech which gave to the Languages Conference held at Bradford University. This account concerned itself with less than 10 per cent of my speech and was inaccurate in relation to that; in particular I did not say "there may not be the money or the need to teach languages other than French in schools".

I share the concern of those who have expressed through your columns their alarm, dismay and indignation at the record straight with which I have sent each a copy of my full text as delivered. I should be glad to supply others if wanted.

I believe that most readers of the full text would find in it recognition of the importance of modern language teaching and a message of encouragement for wider opportunities in modern languages throughout the education system.

RICHARD BIRD
Deputy Secretary
Department of Education and Science

Letters for publication should be sent as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend letters.

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Mr E. R. Aylott, Standard Telephones and Cables plc, Mallinson House, 321 Chase Road, London N14 6JN.



Rural remit

Sir - I read with interest Virginia Baker's article on curriculum projects in selected schools (*TES*, December 16) and particularly so the article on John Reddies School, Prestigne, under the title 'The Mid Wales Express'.

Mid Wales Development is a major contribution, both financially and in terms of business advice to the Enterprise pilot project at the school as was mentioned in the article - even if the organization's life was incorporated.

In addition to John Reddies School, Mid Wales Development is supporting three other pilot projects, including the development of an association of teachers involved in introducing bus

new concepts to students called Education Enterprise Link and is supporting Powys Rural Enterprise Project as part of its Schools Industry Programme - now in its fifth year.

Mid Wales Development, given the remit to revitalize a rural area ravaged by decades of depopulation, is intent upon making young people aware, not only of the new and diversified job opportunities now available, but also of the importance of enterprise in the local economy within which young people, given the correct foundation, can also create opportunities.

DEWI G HUGHES
Development Manager
Mid Wales Development
Pwlltarn
Powys

TALKBACK

Dragging up the able

RODNEY DINGLE

One still hears the view that comprehensive schools may be all very well for average and below average children, but they drag down brighter pupils to a grey, uniform level. Proposals to set up special schools for intellectually gifted children, moves to reintroduce selection at 11 plus, a general concern for "standards", all imply that comprehensive schools are not as good as grammar schools for brighter pupils.

Too often statistics are used which either present a false picture or fail to take essentially non-educational factors into account.

Every school has its good and bad years, but to take an average over seven years ought to present a fair indication of overall achievement. At Exmouth we have a useful opportunity to study the effect of the comprehensive venture in purely educational terms, since we have a relatively stable community and few of the aching social problems which are often misused to discredit the comprehensive idea.

The figures in the table below are expressed as percentages of the 11-plus intake as a whole. Thus one may legitimately compare the effect of the comprehensive school in the community with that of the former grammar and two secondary schools. The A-level figures do not, of course, include those students who transfer to Exeter College.

Bearing in mind the usual reservations about statistics, I believe one is justified in concluding from these figures (which are drawn from documents available for public scrutiny) that our comprehensive school is serving the community better than its predecessors in terms of academic results.

Table comparing last seven years before reorganization and most recent seven years of comprehensive schools, according to Exmouth.

	Five or more passes at O level or equivalent	Two or more passes at A level	Three or more passes at A level	Good A level passes (A, B or C)
Grammar and secondary moderns 1961 to 67				
Average	13.4	6.8	4.0	9.3
Best year	17.3	9.3	6.8	13.8
Worst year	11.1	4.2	2.1	5.2
Comprehensive 1977 to 83				
Average	20.0	12.5	7.9	19.6
Best year	23.4	15.2	9.9	25.3
Worst year	15.0	10.2	5.7	16.7

Rodney Dingle teaches at Exmouth School, Devon.

* The number of school leavers getting

It is interesting to note that in each category the "worst" figure for the comprehensive is higher than the "average" of the selective schools. But to my mind the most astonishing figures are to be found in the "good A level passes" column; after all, one might have expected the supply of academically bright pupils to the comprehensive school to be much the same as it was to the grammar school. Not even the most blinkered opponent can explain away an improvement of more than double.

One must make allowance for the effects of raising the school leaving age and for generally increasing aspirations. The former would have more bearing on the O level results, and curiously enough, this column shows the least impressive improvement - only just under 50 per cent. It is idle to speculate how much increasing aspirations might have affected the grammar school had it continued in existence; doubtless their figures would have reflected national trends, but these trends do not, as far as I know, suggest an improvement of over 100 per cent.

In drawing up these tables I was in no way concerned to denigrate the doubtless honourable achievements of the former grammar school. I only want to give the lie to those who maintain that comprehensive schools cannot deliver the goods for able children by virtue of being comprehensive.

Let us be clear in our minds: these figures do not prove in themselves that Exmouth is a "good school" - though from my personal experience I happen to think it is. They only relate to a small proportion of the school's pupils and of its endeavours. I wish we could quantify all the other activities and provide the pupils with a socially recognized certificate of merit in qualities other than the purely academic. But the public, we are told, judge by exam results. These ones, at any rate, should dispel some of the booby old prejudices which, still exist in what should be well-informed circles.

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Inclined to think

KEN CARTER

Susan Thomas's article ("No Problem", TES, December 30) has managed to stir my thinking with her extremely enlightening description of Professor Keith Jackson's work at Bulmershe College with teachers and pupils on "problem solving".

Those of us who are involved in education on a professional basis know that in theory teachers ought to be good at both problem solving and getting results but in practice they usually aren't. I therefore think Professor Jackson is probably on the right lines when he says that "teachers' education is to blame"; but it is a lot more than that isn't it?

Our own thinking is denied the opportunity to develop fully during our formative years. How many of us were really encouraged to think for ourselves? We were extremely fortunate if we had one teacher who helped us to think our own thoughts.

This leads me to raise, as a teacher of the deaf, problems which lack of

hearing poses on thinking, learning, language and communication processes and how Keith Jackson's problem solving approach might help teachers and deaf pupils to manage their solutions.

Recent research has shown that there is no necessary relationship between problem-solving and language, and this has refuted earlier research which concluded that the deaf were deficient in performing tasks requiring abstract thinking and reasoning.

Intelligence does not build on language but rather language builds on intelligence. Therefore, the function of the teacher of the deaf should be bound up with learning to clothe the thinking of the deaf child with language and not trying to develop their thinking through language. The bedrock on which to build ought to be "help the child to think" at every stage. Taken as a golden rule for one's work, this must mean frequent and regular checking, both on one's own work and communication skills - verbal and non-verbal - and on the (deaf) child's work as a progressing learner. Children will get better at thinking by thinking and not through an insistence on formal language teaching as the answer to their problems.

Ken Carter is lecturer in deaf education at the City Lit Centre for the Deaf, London.

Love and marriage

ELIZABETH MANNERS

What are we supposed to make of Hugh David's extraordinary attack on young people's sexual attitudes in his "Right-wing" column? "Vicious circle of its own devising", "condemning and old-fashioned", "choked-back right-wing fury" invites the reader to dismiss the society as reactionary, if not downright fascist, a box word which I suspect Mr David likes to use to describe anything he does not personally approve.

His equally selective quotations from the society's pamphlet leave us totally bemused as to what his own standards are. Are we to assume that he believes VD is not important, that it is "ideal" for school boys and girls to go together to the family planning clinic (the word family in this case seems ironic), and that there are no dangers in promiscuity? Does he really want children to say yes to pornography, to juvenile contraception and abortion, and to assume, perhaps because of a normal adolescent sentimentality over someone of their own sex, that they are, and indeed ought to be, homosexual?

Hugh David writes of the "dear, dear sixties", so perhaps he would care to compare some 1960 statistics with some of those of 1980, after 20 years of the kind of sex education and contraceptive advice the Responsible Society condemns. These figures all refer to children under 16:

	1960	1980
Illegal births	704	1276
Legal abortions	1970	1981
(Illegal in 1960)	1732	364

Moreover, between 1960 and 1975, gonorrhoea increased by 95 per cent in boys and 190 per cent in girls. Dr Ambrose King, a member of the World Health Organization panel on venereal infections wrote: "It should be made clear that the conditions, the cases are not trivial and should be ignored. Those who encourage the young to be promiscuous merit the condemnation of society."

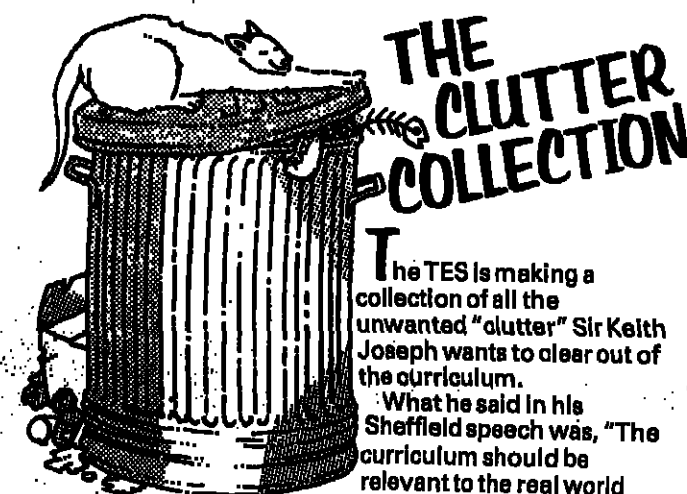
Children are being misled about the consequent ill-effects of abortion, both for the mother and her future pregnancies. These include sterility, miscarriage and premature birth. And children are rarely made aware of the link between sexual intercourse and an early pregnancy and the development of cancer in much younger women over the past few years.

The Responsible Society is not a crypto-fascist (or even crypto-fascist) group of anti-happiness fanatics, but a body of people who believe that freedom and tolerance in sexual matters must be tempered by responsibility and restraint, not simply on moral grounds but for reasons of physical, emotional and mental health and the welfare of society as a whole. If education is to give children the freedom it must teach them that love demands the kind of self-giving that is also self-denying so they can distinguish between the primitive reaction to lust and the truly civilised, "I want but it's best I can wait or even say no."

My school is progressive and open to change. However, I'm still waiting for someone to care enough to come up with a plan for what I'm doing up there with my pupils.

And John? He'll probably leave his school, still not reading or writing, and in a few years he'll be scooped up by a few years time to attend public library classes (if they still exist) and if the children are seen as being low down, then it follows that teachers will begin to feel inferior.

Elizabeth Manners is a former headmistress and member of the British Health Authority. She is now Vice-Chairman of the Secondary Schools' sub-committee in Suffolk.



HMI reports show that much of what pupils are now asked to learn is clutter.

Examples and contributions to this worthy cause should be sent as possible to The Clutter Collection, The TES, Priory House, St John's Lane, London EC1M 4BX.

Out of sight out of mind

SALLY LEE



John is 14 and lives in care. He is in his fourth year at a comprehensive school. He was in a special school until he was 12 and has been in a remedial class for the past two years. In under two years time, John will be leaving school and, probably his "home". He'll be out in the world, still not reading or writing proficiently.

John is bright, lively, perceptive, popular, (especially with adults) and highly amusing, with a quick wit and an amazing capacity to recall and retell jokes. His school is a bright and friendly place, thought to be one of the best in the city, with a conscientious staff, a committed "care" team and a high number of exam successes.

But why, despite all this, is his remedial department falling to help a child like John, who is keen and willing to learn, unlike many children with learning problems, who often, for a variety of reasons, lack motivation and have behavioural disorders?

Perhaps it is because in so many cases, remedial departments are not accountable to anyone. As long as the children in their care are not "running wild", then the quality of remedial education is rarely questioned.

The departments are so often run by people who have been put there to get them "out of the way" because they have proved inadequate in other areas of the school or by people who accept the post to gain promotion.

There is no need for children to be in a remedial class for all subjects. However, many schools, often through time-limits and administrative ties, are too inflexible to allow integration to happen.

At one school I had a row with the deputy who arranged the time tables. I was insisting that the second-year remedial class didn't automatically become a third-year remedial class. Some of the children were no longer in need of specialized teaching, while other children in the school would benefit from some.

"Look," he fumed, "I've worked out that there's a remedial class of 11. I don't care where you get them from, but there's got to be a class of 11".

The education of children who are not going to be "exam-passers" is as important as that of those in the top streams. I find this terribly wrong. School should be for everyone, equally, to take from as much as they need and want.

Unfortunately, the success of failure of schools still tends to be measured by the percentage of exam-passers. Children in top streams often have articulation and pushy parents, who can influence the direction of a school to a frightening degree. However, more teachers are directed to exam streams, are often shuffled around. If there are not enough rooms, they are usually ending up with the odd lesson with a remedial class which has been badly treated, then it follows that teachers will begin to feel inferior.

Departments usually consist of just one or two members, who are on the outside of a lot that is happening in the school. There is often little recognition of the achievements of children or staff in a remedial department.

Children can be incredibly cruel and soon realize who are the school's remedials. But who can blame them in a society in which academic achievement is the main thing in life? And in schools where some staff still refer to remedial children as "thicks" and where such difficulties are usually regarded as irreversible.

So what's the answer? Well certainly to do away with remedial classes and to create withdrawal units where children are assessed, taught, and re-integrated as soon as possible. The status of remedial departments has to be raised and only highly trained and motivated teachers should be chosen to work in them. In addition, remedial departments have to be watched as closely as other departments, and non-achievement questioned, and classes must be made smaller so that intense help can be given and teachers have the energy and patience required.

My school is progressive and open to change. However, I'm still waiting for someone to care enough to come up with a plan for what I'm doing up there with my pupils.

And John? He'll probably leave his school, still not reading or writing, and in a few years he'll be scooped up by a few years time to attend public library classes (if they still exist) and if the children are seen as being low down, then it follows that teachers will begin to feel inferior.

Sally Lee teaches in a northern comprehensive school.

FEATURES

Helping with inquiries

Policemen in the classroom can be valuable aids to learning but in London some teachers have banned them altogether from school. Nick Baker looks at the good, bad and controversial aspects of police school liaison.



Education Authority classroom visited once a year by trained officers. The only stumbling block is the shortage of manpower.

If PC Peter Housdon had attended the primary training course, however, he would not have needed to take a second officer to act as a projectionist when he visited one of the schools on his "patch". St Peter's Church of England Primary in Camberwell, South London. He was there to show the film, *Say No to Strangers*, to the juniors.

Generally, the morning was a success, for both the teachers and PC Housdon. The children gasped when the little girl in the film got in the nasty looking stranger's car. Afterwards, PC Housdon's talk emphasized and re-emphasized the dangers of talking to strangers. But in the ensuing discussion the large number of children perhaps 70 in all, clearly found it a little difficult to concentrate. If the film had been shown to smaller groups, followed by teacher-led discussion, it would have been more effective for more children. So was PC Housdon's visit really necessary? From the Police point of view, it made a crucially early start in the Metropolitan force's community relations package, presenting young children with a likeable and approachable figure of a policeman.

The HMI report suggests that young people's perceptions of policemen are strongly influenced by their portrayal on television in dramas and documentaries. Inspector Mick Lofthouse, head of the television unit at Kent's police HQ agrees wholeheartedly. However, he feels that television can be used as a tool to reinforce a realistic view of the police and their work. He produces video films of police-related topics, to be made jointly by his officers and local secondary school pupils.

Having chosen a suitable subject, Lofthouse and his team discuss the issues involved with the pupils, develop a script based on the pupils' ideas, then rehearse and shoot using a cast of "real" youngsters and officers. He stresses that the ideas in the videos are as far as possible the pupils' own. After the planning stage he prefers not to involve teachers in the work.

The resulting videos vary in standard, at best vivid and well acted, at worst stilted and halting. Whether they look at issues through the eyes

of the young is arguable. Lofthouse exerts a good deal of "editorial control" in the choice of subject matter and young contributors. The alcohol abuse video is very one-sided, with little mention of the sensible use of alcohol. On the other hand, the solvent abuse video is very effective, pulling no punches in showing the dangers of glue-sniffing. Obviously, the incidental police/pupil contact during the making of the videos is as important as the finished product.

It's clear that the police have to tailor their approach to schools liaison work to fit the sort of area and school with which they are dealing. The idea of "Community Policing", can only work effectively where there is a community in the old sense of the word to police. Mossley, a small mill town on the Greater Manchester/Derbyshire border is such a community. At Mossley Hollins Secondary School PC Frank Baxendale, the local policeman is treated almost as an honorary member of staff. He makes regular visits to the school talking on a wide variety of subjects, and is at home there as he is with the elders of the local Bengali community or the scout troop. In fact, he's a familiar figure in all the Mossley schools - many of them even take him along on their school outings.

Community policing in small towns like Mossley is a different matter to community policing in the inner city where the crime rate is high and the area officer usually commutes to his "patch" from the suburbs. The HMI report encourages informal contact between home beat officers and schools, so that children, "at risk" or "on the margins of crime" can be identified to officers who can then deal with them with an unofficial word. I spoke to a head of upper school in a Manchester city comprehensive who has, where she felt it was in the pupils' interest, passed on information to the local officer. There are two sorts of danger involved with this practice. One is that it may invite teachers to compromise their professional confidentiality, the other that if it goes on extensively pupils will associate a police visit with trouble rather than with help or learning.

Ultimately, the policeman in school for the day can't separate the roles of educator and law enforcer. Superintendent Ian Goldie, coordinator of the Greater Manchester Police's school's

work, wants to get away from the idea that the officer visiting a school is likely to be one whose job is entirely to do with community relations - a "goodie" as he put it. He wants schoolchildren to come into contact with "real" policemen, as capable of capturing dangerous criminals as they are of talking to infants.

There's no doubt that a "real" policeman can have a great impact in a classroom but it's up to teachers to make effective use of it. At Spurlay Hey School in Manchester, humanities teacher Roger Markman uses a police visit to start off his second year history course. He wants his pupils to see that a study of history is a study of historical evidence - like a detective's study of criminal evidence to find out "what really happened". So to this end two policemen gave the second year class a talk about methods of detection, then simulated a stop and search procedure, using (to the delight of the class) Mr Markman as a suspected possessor of illegal drugs. Here the results of good police relations were mutual. The local officers made contact with the pupils, who at the end of the session surrounded them, asking questions and making comments. At the same time the teacher had used the officers as teaching aids to put across a difficult point in a novel and effective way.

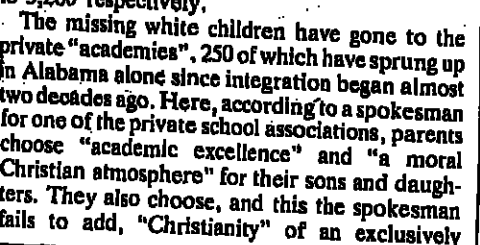
Teachers don't have to invite the police into school. They can cover the topic of law and order without police help. It can be useful and informative to have the police point of view "straight from the horse's mouth" in the same way that it's useful to have police help on crime prevention and road safety.

The Policy Studies Institute report on London's police regards police school liaison as having only a "background effect" and concludes that "responses developed in both officers and young people within a purely social context will not necessarily carry over into contexts where the officer is acting as an officer."

However, a classroom is one of the few places where policemen are willing to make themselves accountable - to pupils as well as teachers. Teachers should take advantage of this opportunity where they think it's appropriate. But they should also heed the warning in the Scarman Report, that "there are limits to the proper activities of police in schools."

Schools in the southern United States are still not fully integrated 30 years after discrimination was outlawed says Stephen Jones

In Selma, where many might have expected it, there was little violence in the streets or on the school campuses. And although some schools were still predominantly single-race institutions, 10 years after emancipation integration had finally arrived.



Despite the reservations and the obvious impact of the private schools, however, considerable strides have still been made towards breaking down the old dual system that for so long helped prop up the South's version of apartheid. One only has to note the number of blacks being appointed to senior positions in schools in and around Selma to realize that.

Stephen Jones teaches English at Waltham Forest FE College, London but spent last year working in a community college in Selma on a teacher exchange scheme.

White high school students (top of page) protest against forced integration in Alabama while segregationists set fire to a "freedom riders" bus and set upon civil rights campaigners as they disembark (above). In 1955, Governor George Wallace (left) shows how high the wall supporting segregation was piled on his desk and in New York State black pupils from the South (right) are given a taste of mixed race classrooms.

The new PALs act

"We've had a lot of trouble with PAL all the term. Last week it was an exasperated Mr. Harrowes in my office who had brought several year-old Gideon to be registered: Gideon, who was dressed from curly head to wellington-boots to toe in a "fur" lined "thermal" outfit, crawled around the office floor, pushed over the waste paper basket, and then amused himself throwing his sheepskin mittens in a vain attempt to dialogue a left-over Christmas balloon from the top of my cupboard. "But this is ludicrous," Mrs. Harrowes protested. "We've just bought a house within walking distance of this school. . . and, anyway, I understood that all schools were in a falling-roller situation."

Our intention isn't to stop you enrolling, just to make it as difficult as possible!

But I doubt if we shall see Tracey again. I don't think her dad goes much on writing to directors of education. I've a shrewd suspicion that after kicking his heels for a few weeks in the Hostel for Homeless Families, Mr Perkins will say SOD IT and will set off back to Bolton, dragging Tracey behind him. (But at least her hands won't be so cold on the homeward journey; I gave her Gideon's mittens.)

Elizabeth West is a secretary in a West County



The other rugby



... became a major issue between
of the North the Rugby Football Union, bas
The most developed, and

All public schools so far. Why? "Because I felt that for what I had to offer there would be more scope in boarding school education. I am happiest keeping seven balls in the air at once. The maintained sector lacks this 24-hour-a-day commitment. Besides coaching the

Did the occasional brush with the world of schooling ever tempt him back? "Well, I loved teaching. I was happy at the Duke's. And to tell you the truth, occasionally when I'm feeling low I do look in *The TES* - just to see what jobs are

He smiled, just a bit too broadly to be taken too

REVIEW

Divided self

by Penelope Fitzgerald



Storm Jameson: *Journey From the North*, Volume 1 £5.50, 0 80668 5012. Volume II £4.95, 5063. Love in Winter £3.95, 315 X. None Turn Back £3.95, 320 6. Virago Modern Classics.

Storm Jameson's fine autobiography, *Journey From the North*, is, as might be expected of a Yorkshirewoman, a journey away and back again. It ends where she began, in Whitby as it once was, within earshot of the harbour. Her father was a master moulder, her grandfather owned ships, and her first volume is dedicated to her forebears, "my judges". In the narrow Whitby streets she had a hard - she calls it fortunate - childhood which taught her a Nonconformist "disturbance of enjoyment" and at the same time a passion for seascapes and landscape, "the sensuous wealth of a lifetime". She took her awkward divided self up to London, survived a disastrous first marriage, worked to support her young son, and wrote prodigiously.

Her political commitment began "in rage and disbelief" when she saw children in slums, then in the years to come turned outwards towards Europe. "What has become", she writes "of that political passion of the 30's with which I wrote and signed manifestos against fascism, attended meetings called to condemn the coming war, and tolled the bells of the city of London against it?" Nothing but dust, and the memory of hundreds of exiles and refugees who became her friends. Now, perhaps, it is time to go, but in her imagination her last departure, after a lifetime of travel, will be from "the half-darkness of a Whitby kitchen, along the narrow passage with the stairs going up on the right, the North Bank to the harbour".

Security she has never wanted, and the idea of a house, still more of house-keeping, seems to have appalled her. Money she found unimportant, except to give away or to squander on music and theatre and time spent in France. These give rise in her book to passages of intense happiness, but "I have saved nothing, and shall die upon straw".

Storm Jameson has sympathy for effort, but no pity for weakness, least of all on her own. She spares herself nothing. This is partly because a novelist is so much less useful than, say, an engineer, partly because it seems to her that she has fallen short as a human being. "Always, in different forms, the same failure to love enough." This is scarcely believable. Of all the figures that come and go in *Journey From the North* - some of them famous - the clearest are her sharp-tongued mother, her sister, and her clumsy young brother, killed in action in 1916. Her spare descriptions of them are the voice of affection itself.

These two volumes, first written 20 years ago, are an exacting search for truth. She lets us see her at it, correcting herself as she goes - "No, I am lying". "I write that without believing it." In her essay *The Writer's Situation* she explains that the novelist has a duty to tell the absolute truth about things so that the reader will have courage to live with them.

With her autobiography, Virago have reprinted two of her forty-five novels, *Love in Winter* (1935) and *None Turn Back* (1936). These cover the same ground as the central part of *Journey From the North* and are based on the same notebooks, (now destroyed). Hervey Russell, "who is and is not myself", achieves a precarious happiness with her son and the lover who becomes her second husband. Behind and beyond her is the post-war London world, haunted by the young dead, and shaken in 1926 by the General Strike. These novels are part of a *roman fleuve*, *The Mirror in Darkness*. Hervey is the mirror, presenting the central images, but we are also given the viewpoint of both her men, of labour politicians, young communists and potential fascists, a newspaper magnate, a J.B. Priestleyish popular novelist, a financier and those who work for him, all turn about so that the clear centre of the story is in danger of disappearing.

Storm Jameson felt this herself, and put an end to the series. But these are distinguished novels, above all in the sense they give of living in time. Hervey, who wants freedom "as a starving man wants bread", is trapped there. All that she does is conditioned by what she remembers, and the moment her defences are down "the living world of her childhood sprang round her, closing her between its vivid skies and secure earth as deeply and steadily as if she were present in it".

Literary sensations

by Paddy Kitchen



The Essays, Articles and Reviews of Evelyn Waugh. Edited by Donat Gallagher. Methuen £20.00, 0 413 50370 4. Hugging the Shore. Essays and Criticisms. By John Updike. Deutsch £21.00, 0 233 97610 8.

When these two tomes arrived, I saw why the editor - who is not usually careless about a reviewer's duty - had suggested I might "dip". Combined, they make over 1500 pages, and lie on the desk like korb stones. But the dips extended into afternoon no-bathes; I became reluctant to close the bookish pages of bread-and-butter writings, and an unexpected partnership began to develop between Mr Updike and Mr Waugh. Things that are unwieldy to describe, like plots and architecture, they do so well, and I wondered if this skill owed something to their both setting out to be artists at an early stage - underlined by the neat coincidence they both attended classes at the Ruskin School of Drawing.

Or was the link perhaps Ruskin himself? They follow his precept of bringing the whole man to a task of criticism, not just intellect or opinion, and, like him, they both believe art and religion cannot be conveniently sundered. Waugh, writing in 1946: "So in my future books there will be two things to make them unpopular: a preoccupation with style and the attempt to represent man more fully, which, to me, means only one thing, man in relation to God." Updike: "I find myself, in these pieces, circling back to man's religious nature and the real loss to man and art alike when that nature has nowhere to plug itself in." Waugh, in a most enthusiastic review of David Jones's *In Parenthesis* (the collection is full of this kind of surprise), states firmly, "Painters write well" whereas "the literary mind is on a treadmill; too many modern poetic writers employ a language which can be intelligible only to themselves". One of his gifts, and Updike's, is to make good but obscure writers intelligible to the general reader.

The Waugh collection is the more considerable because it covers a lifetime and has section introductions by Donat Gallagher that amount to

a brief biography of exemplary lucidity. The breadth of subjects covered may come as a surprise to anyone who still accepts what Gallagher describes as the "bold and garish" persona Waugh acquired in his last decades. Le Corbusier's *The City of Tomorrow* was judiciously criticized in 1929. In 1930 he predicted that in 25 years time "English moral standards will be secure enough to allow us to judge *Lady Chatterley's Lover* as a literary work". Priestley's *Angel Pavement* was warmly welcomed, so was Muriel Spark's *The Comforters*. On the sex appeal of filmstars he declared, "I will wait in queue of any length in order to see Miss Clara Bow or Miss Nancy Carroll or Miss Bebe Daniels". Virtually all this writing was done because he needed the money. Before *Vile Bodies* made him a celebrity, he wrote to A.D. Peters, his agent: "Please fix up anything that will earn me anything - even cricket criticism or mothers welfare notes." Thirty years later came the plea, "I shall be hard up soon. Please give anxious thought to my future". But by then, his post-war belligerent intransigence had made editors wary.

It seems almost unfair to turn to John Updike's volume, smoothly garnered mainly from the past 8 years, with 92 book reviews for *The New Yorker* as the bulk. They were done for the money too: "as it happened, in the land of fragmentation held together by legalities, the payment for a monthly review roughly balanced a monthly alimony payment that was mine to make". (Here the "unexpected partnership" is noisily exploded as I imagine Waugh's reaction to that.) The usual question arises: Are they worth publishing in book form? My answer is "Yes". Updike is the author I most often recommend to writing students when I want them to experience the richness and range of that awkward commodity "the short story". I shall now refer them to his book reviews as well to demonstrate that, unlike so many of them, good writers read - with interest, imagination and, in his case, perception that is both scholarly and intuitive. "Book reviews," he says, "give us literary sensations in concentrated form. They are gossip of a higher sort." "The reviewer," wrote Waugh, "does his duty by telling the reader why a book is likely to be of use to him". This reviewer feels humble after spending a week in the workaday company of two such fine, favourite, novelists.

The Omega Workshops. By Judith Collins. Secker and Warburg £15.95 0 436 10562 4. £9.95 10564 0.

"We have suffered too long from the dull and stupidly serious." So Roger Fry is reported to have said when his Omega Workshops opened in 1913. With this event honest fun replaced the Arts and Crafts belief in honest labour. Fry, hoping to invigorate the applied arts with a dose of Post-Impressionism, employed artists as decorators and designers. He despised neither craftsmanship nor industry, but didn't expect either to flourish at 33 Fitzroy Square, the home of the Omega. Furniture was bought ready-made and then painted; marquetry designs sent out to a skilled craftsman; and fabrics and carpets were made to artists' specifications by firms elsewhere. The guiding principle was a desire for freshness and spontaneity, for a display of human sensibility through a riot of pattern and colour. You had to be bold to buy Omega items. They were never dull, nor for that matter very serious.

This lack of professionalism irritates design historians, used to that self-consciousness that customarily clings to good design. Nor is there any definite Omega house-style. How, then, does one categorize such an exuberant, anarchic phenomenon? Fiona MacCarthy, in her introduction to the Omega exhibition at the Crafts Council (another runs concurrently at the Anthony d'Offey gallery), calls it an aberration in the history of design. Judith Collins, however, finds it rooted in history. For Fry had in mind the multifarious activities practised in an Italian bottega. He admired the willingness of Renaissance artists to turn their hand to banners, books, caskets, medals as well as altarpieces. He refused to recognize any difference between the fine and applied arts, and indeed, the social distinction that in his day

gentleman of the Royal Academicians but not the potter.

Fry delighted in needing received opinion: the Omega taunted the English love of politeness, understatement and restraint. This book, charting its progress from the inception of the idea to the closing clearance sale in 1919, is a remarkable achievement. For one of the reasons why design historians have ignored Omega was because so little was known. Judith Collins has sources newspapers and magazines for photographs, advertisements and reviews; trade directories, to establish which craftsmen Fry contracted. She has closely examined the objects and the techniques used; attended to the slightest notation in exhibition catalogues, artists' notebooks or appointment diaries; tracked down patrons, artists and their descendants; and even measured rooms to establish the size of decorations that have vanished. She has gone to great lengths for detail so minute as to seem inconsequential. But when placed together, in this year by year account of commissions, exhibitions, rivalries and disputes, the results in an absorbing piece of history, intricately textured and woven with meticulous care.

The two exhibitions show Omega products to their advantage. Cool: idyllic at the Crafts Council helps control the jumble of styles. Fry, Vanessa Bell and Duncan Grant were the chief designers, and the work at its best has a generosity of line, a simplicity and forthrightness (witness the marquetry desk at the Crafts Council, the rug and fabric designs at both venues) that rival, in its day, have blown the cobwebs off British design. It is a pity that this book, despite its 98 black and white and 8 colour plates, does not catch the visual richness found at the two shows. Only one fabric design is illustrated and a thin selection of the existing furniture. Nor does Judith Collins attempt to weigh up the Omega's achievement, though the book is a fitting companion.

Grand old man

The Architecture of Frank Lloyd Wright. Film by Murray Grigor, narrated by Anne Baxter. Arts Council of Great Britain and ABC Video Enterprises 1983. 74 mins.

Twentieth century architecture is dominated by two giants: the Franco-Swiss Le Corbusier and the American Frank Lloyd Wright. Their influence over several generations has been enormous, not least because they both lived to a ripe old age, worked until their death and left a vast amount of writings. Their work, however, is fundamentally different and their rivalry and dislike for each other was fairly publicized during their lifetime. Posthumously, Le Corbusier has been reviled and blamed for most disasters in the redevelopment of European cities since the Second World War. No such attacks have been directed to Wright, who after a period of semi-obscure, is now respected as a grand old man.

A film about an architect's work can take different approaches: with such a large and varied output as that of Wright, the task must be daunting. Murray Grigor, with the help of the master's son and granddaughter (Anne Baxter, who narrates beautifully) chose to emphasize the poetry and the "American" (or "Usonian") character of Wright's work. Both traits coexist and come out clearly in this relatively long but never tedious film. From his childhood playing with Probel Kindergarten building blocks, through the American landscape changing with the seasons, to the Maya and Japanese buildings of the great Exhibitions, we are shown the early influences on Wright.

The first impression that strikes one is the originality of his work: the



Winslow house, Wright's first independent commission, dates from 1893 and is utterly modern. It may still follow certain traditions but it looks entirely to the future. Ten years later he developed the Prairie houses in which he attempted to break the box of Victorian dwellings, to reach out to space and to bring space in. These houses literally hug the Prairie, they become part of the landscape. His was a search for the ideal, the perfect house and an attempt to "realize space" as was articulated by other great American poet Walt Whitman. It led much later to the "Usonian" houses, and called to distinguish the United States from the rest of the American continent, and indeed Wright's buildings belong to their place like few other architects' work. Though he did greatly influence the modern movement, his style was never "international" in the sense later used by Johnson to describe modern architecture.

In between the Prairie and the Usonian houses, almost 40 years apart, Wright experimented with building forms and materials and designed for a variety of uses: religious, industrial, commercial, educational. He built his home at Taliesin, and rebuilt it twice, founded the Taliesin Fellowship and established the Arizona campus in Taliesin West. This centre for architectural education would become a place of pilgrimage for Wright's followers from all over the world.

The camera is an ideal medium to show buildings and in this film it moves lovingly over textures, rests on those

essential hearths, through flowing spaces and out into the surrounding scenery in which the buildings merge. The attention to detail, the warmth of the materials, the sensuality of light, all fuse into beautiful artefacts. The film also manages to span all of Wright's career by choosing significant examples including the Robie House, Falling Water, the Johnson Wax factory and the Guggenheim Museum.

The film is disappointing in that it is a eulogy and not a critical analysis. Therefore buildings appear in pristine condition, not spoiled by time or use. Only once is there a mention - and a humorous one at that - of a leaking roof. Only at the beginning is Wright's self-confessed "honest arrogance" acknowledged. What his clients thought of his houses and how they modified them through time, we are not told. There are almost no people in the film and in some sequences actors in period costumes and carriages, meant to bring the buildings to life, only make them appear phoney.

A mention is made of Wright's democratic views and his 5000-dollar house is shown. But little is said about his elitism and the fact that his clients were almost always rich individuals. No wonder local authority architects could not follow him to provide mass public housing in the same way they poorly imitated Le Corbusier. The successes of Wright's work are certainly reflected on the screen, the failures are edited out: this is fine for the senses, perhaps less so for the intellect.

Sebastian Loew

Jane again

Calamity. Tricycle Theatre, London NW6.

Watching this new *Monstrous Regiment* show one gets the feeling that what's being portrayed on stage is scarcely more true to life than the romantic Doris Day version of Calamity Jane that it seeks to update. Apart from Jane we meet two other women, the unlikely Madame Moustache, a hardened European card sharp and Quil Kate, the seemingly virtuous splinter. Both have murky pasts and Jane too has a skeleton in her covered wagon. Her journal reveals she has been killed and Jane has deserted the daughter to join a Wild West show for reasons the play fails to make clear.

Writer Bryony Lavery has come up with some fascinating Wild West anecdotes and also provides a background of historical events for the 1880's with a rather trite feminist slant: Edison invents a voting machine (women are still disenfranchised), slavery is abolished (except of course, in marriage) and Darwin discovers that men are descended from apes (but says nothing about women).

The three performers are excellent - gutsy, funny and imaginative; the songs, except for an appalling anti-sexual version of *The Deck of Cards* are well written and beautifully sung. The final image of Jane, aging, blind, pallid-ridden is touching. However, Ms Lavery gets too involved with the anecdotes and songs and seems to forget that what she set out to do was tell us what it was really like to be a late-nineteenth-century frontiers woman. The overall effect suggests a good deal of clever invention and use of material but not much direction of dialogue. Ms Lavery has perhaps used the myth of Calamity to suit her own purposes. Of course Calamity didn't want to leap into a gingham dress and a man's arms in that order. But to foist on her the role of feminist heroine, or far worse feminist martyr, is equally incongruous.



By Dave Edwards, a sixth former at Hackney Downs School

East side story

The Whitechapel Open Exhibition 1984. Blackgate Institute EC2; Chisenhale Works E3; Island House Church Community Centre E14; Montefiore Centre E1; Wapping Sports Centre E1 until February 19.

With its own premises closed for restoration and extension, the Whitechapel Art Gallery has made a virtue out of necessity by returning all 260 items accepted for the community that produced them. Distributed between five different venues is a diverse selection of art and craft ranging from work done by children in local schools to paintings and sculptures created by an increasing number of professional artists who have set up studio in the East End.

On two occasions in this exhibition, pupils and professionals appear side by side and with directly related pictures. Bert Irvine's large abstracts are and were in art in residence at Amersham School. His characteristic vein of brilliant blue colour are shared by a group of equally brilliant watercolours.

Hackney Downs School, Maria Chevska and her boys make a more figurative appeal translating their experiences in the school's Victorian swimming-pool into mixed-media drawings that are as much to do with the feel as the appearance of the place.

Forceful feelings are evident in the collection of figure-drawings done by John Epstein's students at Sir John Cass School of Art and at a pitch of intensity made all the more remarkable when you understand that each one was collaboratively done. But for all their Expressionist distortions, they are structurally coherent and worth comparing with Jock MacFayden's more Impresque but equally expressive drawing technique.

An ex-artist in residence at the National Gallery, McFayden preaches himself with scenes all too familiar to East Enders. His "Waiting for the Cortina Boys" and "Singing Children" have the immediate conviction of direct observation but McFayden so subtly manipulates the forms of his figures that they create vivid analogues for the potential violence of his urban subjects. The parents' association of a neighbouring school should buy them

ARTS

Express

Arts in Schools, the Gulbenkian report published early in 1982, was universally acknowledged as a key document. The arts should not be seen as peripheral, it suggested, but as a central feature of the core curriculum. While it is not so easy to implement ideals when spending is restricted, the report continues to have repercussions. One of these is the inception of a new magazine, *Arts Express*, to be launched this month, which attempts to cross the traditional boundaries between the different arts disciplines and between educational and professional arts interests and to break down the isolation of individual practitioners and teachers.

Arts Express will be published monthly, offering news, features, listings and job advertisements. Schools and other educational establishments are obvious outlets, and i.e.s are beginning to show a willingness to support the venture. Regional Arts Associations have responded well to a demonstration issue which was published last summer and in some cases are taking on the distribution of the magazine or a leaflet about it to schools within their areas. The Greater London Arts Association has gone further and elected to finance a special supplement, initially for a six month trial period, which will be provided free within the GLAA area. In general the RAAs believe that *Arts Express* will answer a need which it is beyond their resources to cope with.

If all goes well the magazine will be one aspect of a much larger project, the brain-child of Dr Ken Robinson, author of *Arts in Schools*. Provisionally called *Arts for All*, this will be an umbrella organization including an information exchange, a consultancy service, support for research and other projects as well as the magazine. But

for the moment *Arts Express* is the flagship under its editors Dr Robinson and Jonathan Croall, author of *Neill of Summerhill* a biography of A.S. Neill, and for seven years the features editor of this newspaper.

The articles planned for the first edition, to be published in three weeks' time, show something of the intended scope of the magazine - from arts in industry to jazz, from literacy to mime, photography to children's theatre. Geographically the range covers many different regions as well as London, and there are projects which combine amateur and professional skills, community and educational interests. Last year's demonstration issue has drawn some comment, so there will be genuine readers' letters. There will also be a research and information page. Already people are contacting the editors with material and requests which will form the basis of an information exchange within the magazine and may well grow, naturally, into a separate entity as envisaged under *Arts for All*.

How will *Arts Express* be funded? Dr Robinson believes that it could be self-supporting within two years, subscriptions rather than long-term subsidy providing the bread and butter. The editors hope to attract classified advertisements especially for jobs on the borderline between arts and education, as well as display advertisements. Meanwhile, funds to launch the magazine have come from the Arts Council, the Gulbenkian Foundation and National Westminster Bank. Ultimately, in keeping with their policy to remain as free as possible from particular organizations or political stances, the editors intend to rely on self-generated funds which will be ploughed back into *Arts Express*.

Heather Neill

Arts Express may be obtained at a special introductory rate of £7.80 for 12 issues plus postage from 66 St John's Road, London SW11 (01 223 9737 or 223 1483).

What's on in Amsterdam

March is the month when Amsterdam celebrates its Art Weeks. From the 2nd until the 26th visitors can enjoy a variety of events which prove that Amsterdam is as varied in its arts as it is in its bars.

A central attraction will be the Old Art and Antiques Fair in the New Church on Dam Square (March 1-11). The International Museum and the Rijksmuseum will be holding an exhibition of work by Cornelius Springer, the 19th-century Dutch artist noted for his townscapes. The final weeks of the Art Weeks concentrate the concert and the different types of galleries in Amsterdam will be showcased at Kunst Manifesta (Art Manifesto) at the New Church (March 22-26). A programme is available for all Art Weeks events which include concerts, ballet and opera, from the Art Weeks office, Telephone: 739551 for details.

A fair of a different kind is HSWA, the Amsterdam Boat Show, in the RAI centre (March 16-25). The main attraction will be the America's Cup winning keel of the Australia 11 which was Dutch designed. Amsterdam is a city of bikes and if you're hooked on this means of transport as the Dutch, then visit the International exhibition of everything on two wheels at the RAI centre (March 2-10).

Roman Vishniad's moving exhibition of photographs showing Jewish life in Germany and Eastern Europe between 1933 and '38 entitled *A Vanished World* is at the Jewish Historical museum, 4 Nieuwmarkt, until March 27.

Patsy Simons and Claire Brutecher have made their mark as female cartoonists. See what other women make of the world in an exhibition of illustrations. *Female Cartoons* at Amsterdamse Kunstzaken (March 5-April 29).

As part of the Art Weeks there will be a two day Blues Festival featuring the American Blues Masters at the Oudorppein 67. Telephone: 107323 for details (March 23 and 24).

Visitors to the Rijksmuseum should save some energy for an exhibition of Japanese prints which feature the landscape of Hiroshima and works by Kunisada Kunisoshi (March 10-May 27). Most of Rembrandt's large output of etchings can be seen at the Rembrandt Museum and on the last Sunday in March at 2pm, either Hans Mees is giving a demonstration in the art followed by a tour of the museum. The Rembrandthuis is at Jodebbreistraat 4.

The Concertgebouw, Amsterdam's concert hall, is holding free lunchtime concerts. Doors open at 12 and concerts start at 12.30. You can buy snacks in the French foyer or take your own packed lunch. The Concertgebouw is at Van Baerlestraat 98. Telephone: 718345 for concert details.

You can have the time of your life in this fascinating and beautiful city - at thoroughly reasonable prices. The main attraction will be the America's Cup winning keel of the Australia 11 which was Dutch designed.

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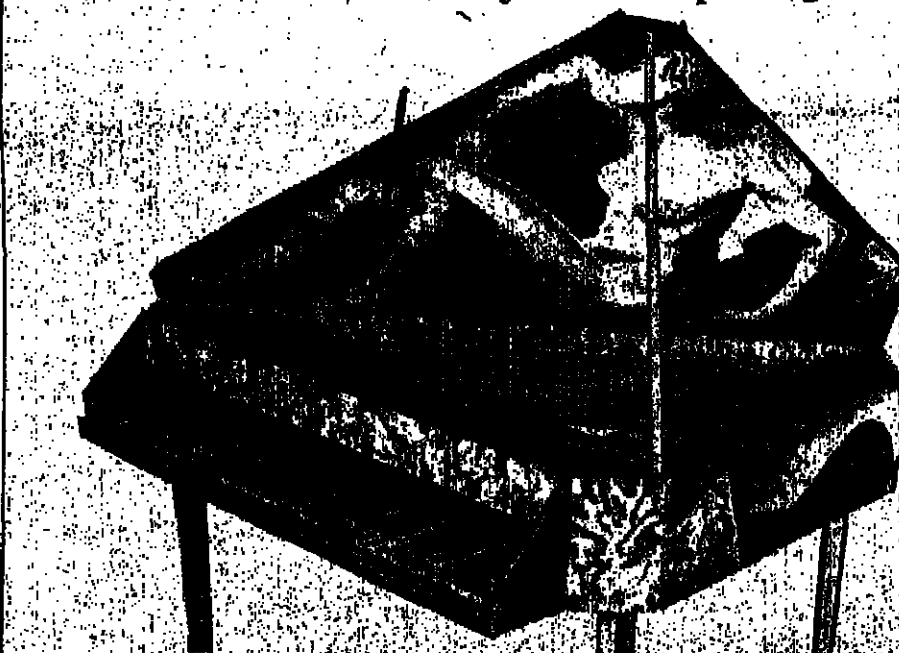
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ARTS

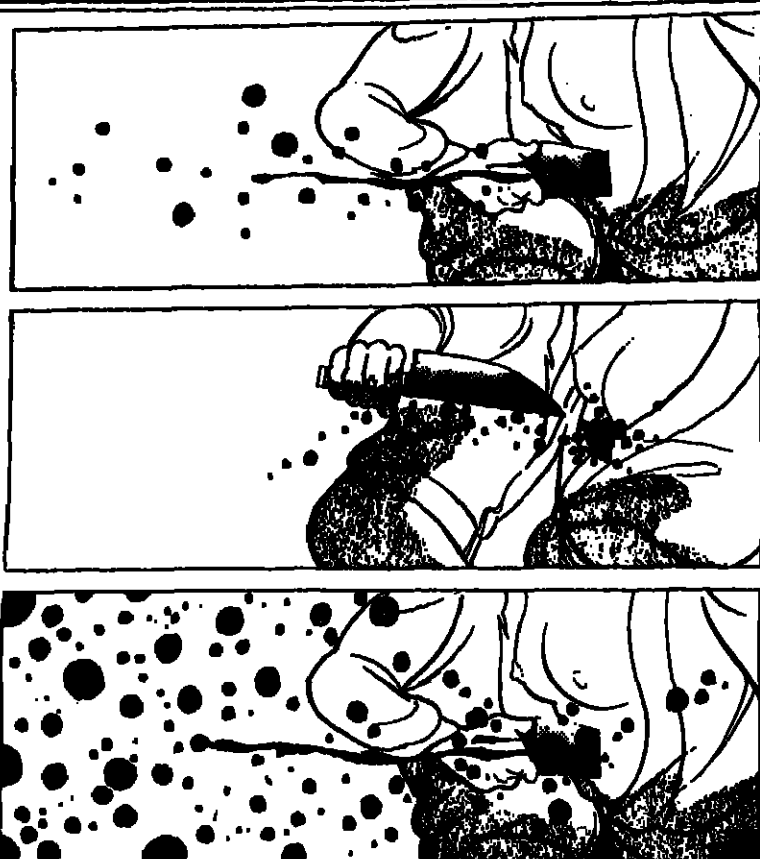
Empire of signs

Japanese television.
National Film Theatre, until February 19.

"It is a matter of record that no living nation has given civilization so little, and taken so much", ran part of an unused draft for the American documentary *Know Your Enemy - Japan*, quoted in the current issue of *Sight and Sound*. The film was never generally released, since the civilization that made it had by then expressed its feelings about Japanese culture by bombing Hiroshima and there was no insult proportionate to that injury.

However, when one has discarded the more ludicrous prejudices about the country ("halitosis is a national Japanese affliction" was another wild shot at understanding a people obsessed with personal hygiene), there remains a problem for most Westerners in coming to terms with Japanese culture. On some levels, the films in the current season of Japanese television at the National Film Theatre are easy enough to enjoy. Forget the humiliating game shows plundered by Clive James in deference to the racial linking for national and racial stereotypes; the best of Japanese television combined technical skill with a strong feeling for formal beauty to explore universal themes. But one is never free of the sense that beneath even the most transparent of these lies a unique and remarkably homogeneous culture.

There is no difficulty with *A Family* (February 17): the emotions are universal, the matter of the young man's adoption clearly related to Japanese custom. Similarly, it is all too easy for a Westerner to sympathize with the revolt against conformity and the complexities of modern life. (*The Samurai*, February 15): when the apparent ability of the Japanese worker to accept these things is a more individualistic society finds hard to understand in the first place. The real



The gory death of a prostitute depicted in all the graphic detail the Japanese comic reader is accustomed to. From *A Japanese Mirror*.

problems arise with an obviously experimental film like *Red Flower* (February 19) where the viewer is never sure how much of his disorientation is ignorance and how much is planned.

Red Flower is no less problematical for its occasional references to Western culture, as in the scenes where a student's inability to pay for a copy of *Huckleberry Finn* gives rise to a very Japanese demonstration of reticence. Ian Buruma, in *A Japanese Mirror*, investigates the paradox of a shy people who unashamedly devour works of sadistic pornography during the rush hour and consider themselves gentle and caring (or "wen") in contrast to the drier and more dispassionate culture of the West, while projecting an image in which the wettest thing is the blood spurting across the screen or the pages of the horror comic.

This is a fascinating book, which starts with the pantheon of Japanese gods before reviewing in turn the idealization of the mother figure and the fear of sexually dominant women, the themes of homosexuality and the search for purity, and contrasting attitudes to the aggressive male and the despised father figure. The evidence, mainly taken from popular literature or film, supports Buruma's conclusions and makes this a useful yardstick by which to assess the works in the NFT season. The significance of the visual arts, including television and film, is all the greater in this "Empire of signs" where, as Buruma says, "what meets the eye... is often all there is".

Robin Buss

Jonathan Cape £9.95. To be published on February 9.

Literary competition

Competition No 47. Report by Seylla.

I asked for verses with "as many as possible" authors' names to be included in them. This was a popular competition, bringing forth some new competitors; but as I warned you, it was difficult. The problem was to assess the number of authors to include: too many would strain the sense of the line; too few would be against the spirit of the competition. Take this first stanza, for instance, by Kathleen Newell:

Our greene and goulding England
Is done to death by knaves.
And swift and hardy lads now
Are lying in their graves.
Good stuff this! But alas, only 19 writers in the full 12 lines. Philip Carradice and George Moor also wrote good poems, but using only 16 and 23 writers respectively. In complete contrast, here are two lines by Lawrence Miles, whose verse I thought too tight-packed with writers' names to make really good sense:

Swift: burps the bacon, lamb or
wild acid's buch
An eating golding brownings
His score of 30 authors was topped by E. J. Elwin who, by means of some devices, clocked up 65. Here are two of his lines:

Pleeked snow, her skin chilled,
her soul unkind
And then, which dried and
browned, turns no more
I have purposely included the 10 writers who have included "Can" in their lines. Find them all? 42 to him for finding 42. 30 to Paul Griffin, who managed to include 37 authors (about twice as many as I thought a line could hold) in a really good poem. £20 each to Bridget Loney and Bill Greenwell.

though it includes one too many syllables, is something of a *tour de force*, including no less than 61 writers and still making good sense.

Across the street, the sunset burns
Hardy, the sharp crab's goulding
hairs as every gray wind turns
And knocks their marvel with its airs
And riding swift, as if from wells
Inside the church, wild troubles sing.
Whose caret makes of brooks and
dells.

Bridges and graves, a wittier thing,
Grim feelings wither, spark to hope,
Gay smiles undo each savage snarl;
So, pretty music, like some Pope,
Can hunt and pound the peacock heart.

No butter here! These guys and gals
Worship, non-martial, scorn fal-lals;
They don't love lace; they borrow not;
No mark of goldsmith mars their grot;
Hardy, they crave no land or fringes
With snowfrost while on hill and
dingle.

Swift to their dry den they retreat;
Where bursts the black (more brown-
ing) peat;
In yonder den you corn they store;
Bacon and lard they eat no more;
Drink water (spring or well), Pound-
slaves
Anon: know not such quiet graves.

Shakespair

Romeo and Juliet
Oldham Coliseum, until February 11.
The Tempest
Everyman Theatre, Liverpool, until February 25.

Last year I heard two RSC alumni separately deplore the fact that Shakespeare is taught in schools. (How much their opinions take into account some of today's work in English and drama departments I do not know. But how much do they know of the Shakespeare sometimes dished up to school parties hoping to find their set plays leap to life on the stage?)

What, for example, will be made of this pair of productions, as wide apart as two styles of staging Shakespeare can be? In Oldham, Pat Trueman presents *Romeo* on an arch-full set carrying more than a whiff of Fifties' productions. Despite its three hours, there is a near-relentless briskness that allows no exploration of character.

Life expectancy in this Verona seems around 30, with Barbara Marten (one of the few to allow much variety of pace) as Lady Capulet looking like the younger sister of Diana Keats's full-grown Juliet. While it will confirm candidates' knowledge of the story, this will not deepen understanding or enjoyment. Inadequacies show actively in the unfunny spaghetti-volced set.

DIE cast

The Light Age
Snap Theatre Company.

Snap Theatre Company have a lot of crackle about them too. And not just because *The Light Age*, their new TIE programme for primary schools has been part-financed by a grant from the Department of Energy.

Disliking the term TIE, the five-strong company have evolved a disciplined, economical style which is all their own and which director Andy Graham prefers to call Drama in Education. It is intensely theatrical and very exciting. There is no scenery and not a single property. Working in the round in a school hall or classroom, the actors mime or, if absolutely necessary, become objects themselves. In *The Light Age* they were doorways, computers and in one effective tableau three of them became a sturdy, realistic stile.

The 40-minute programme for 5 to 11-year-olds looks at energy. After an initial definition ("Energy is what makes things go") it goes on to examine the ways in which energy is used by industry and domestic consumers, and then suggests many more by which it could be conserved.

Egg on

A Giant Surprise
Loki Theatre Company.

The three to seven-year-old age group is the most difficult to deal with for children's theatre companies. At the three-year-old end there is a need for constant repetition and explanation, whereas some seven-year-olds, some of whom are already jaded by television, have quite sophisticated and demanding tastes.

Loki Theatre Company's *A Giant Surprise* (I prefer their subtitle: *Snorri's Breakfast Bites Back*) uses a busy, street theatre style to address the problem, taking Norse myth as its starting point. Snorri the little giant blames the dragon that happens to blot his breakfast egg for taking the key and the door to the world. It turns out that the real culprit is a

The first regional audition for this year's National Festival of Music of Youth will begin on Monday February 27 at the Queen Elizabeth Hall: the 22 other events in the festival will continue thereafter. Well over 600 ensembles will take part in this year's festival.

The Arts Council's Writers-in-Residence scheme, by which writers are employed both to pursue their own work and to stimulate that of others, is to be expanded this year. Guidelines

vants and the gnashing of vocal chords that embarrassingly surrounds Juliet's supposed death bed.

Repertory Shakespeare, of course, is not only for school parties (though theatres regularly discover a play's many virtues just as it is set for GCSE). Glen Walford's *Tempest* could puzzle a newcomer to the play. The tale is indeed said to be full of noises; but which is? Here, we are in a circus with ringmaster called Prospero (Ricco Ross, so young he must be excessively morbid to have every third thought death), a tumbler called Ariel who, and an enclined strongman called Ferdinand, whose labours become exceedingly light at a kind word from a birdlike Miranda.

It's as well that many in the audience will have been primed, but that said, this visually alert account is stimulating and entertaining; the use of "Our revels now are ended" as the epilogue imaginatively captures the analogy of the play's "rough magic" with the spell of circus artistry.

The cast cope well with both blank verse and elementary circus routines, and by giving Stephano and Trinculo definite roles as clowns the two become more sympathetic and funnier than usual. Bob Hewis as Caliban the younger sister of Diana Keats's full-grown Juliet. While it will confirm candidates' knowledge of the story, this will not deepen understanding or enjoyment. Inadequacies show actively in the unfunny spaghetti-volced set.

Timothy Ramsden

This is the most important and at the same time the most entertaining part of the programme. It was presented in the form of a game: the audience were invited to call out every time they spotted a possible waste of energy in a playlet based on the life of an ordinary family. Using the washing-up machine for just one cup and saucer, leaving lights turned on, switching the television on and then going out... they got them all.

Launched at a seminar at the Mid-Herts Teachers Centre in Hatfield, the production, which will be touring schools in Hertfordshire, Essex and North London until Easter, has the enthusiastic backing of the Department of Energy. Snap are only the second theatre company the Department has used in its educational work, although as Mr. Philip Cohen its spokesman pointed out: "The Government places particular importance on educating all those in schools about using energy efficiently." Purely by being energy-conscious, he went on, schools and colleges could cut their overall energy consumption by 10 per cent, saving something like £75m a year. If for no other reason - and there are plenty - the possibility of saving it on that scale makes the Department's sponsoring of Snap seem very good sense.

Hugh David

wayward flame that has fallen from the sun, but only after there's been a good deal of clowning, acrobatics, magic, a puppet show, some songs and one or two inventively stage managed moments of surprise.

The five young performers inject a warmhearted enthusiasm into their many roles - dragons, animals, plants and fire demons, and although Loki's settings may look a bit tacky to the adult eye (they look like a succession of patchwork bedspreads and elder-down) and their story may be a bit tortuous for the very young, *A Giant Surprise* is recommended for its imaginative sense of good fun.

Next week

William Shawcross on civil conflicts in Ireland and Lebanon; Christopher Price reviews Roche Versus Adams: religious education

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The first of the International Federation of Library Association's surveys of library services to children, proposals for development and information on the literature available for children; yet, while similar ground is covered in each piece, each specialist writer has brought freshness and enthusiasm to the task, so we are in no way faced with recitation of a catalogue of events.

Mary Casteleyn's book goes far beyond the field of public librarianship to look at the evolution of Irish libraries of all kinds over the past 150 years, and at their effect on the development of literacy. This is an ambitious aim for an unriveted author, and in the event, not achieved. What Mary Casteleyn has given us is a chronological survey which deals more

BOOKS

Curriculum cuisine

Tony Becher samples some recent theoretical offerings

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Curriculum Studies and Educational Planning. By Denis Lawton. Hodder and Stoughton £3.65. 0 340 33281 6.

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The Secretary of State in one of his most recent guises - no longer hated monetarist crosspatch, but newly-beloved and bonhomous purveyor of curricular catering for a grateful nation - has perhaps established a novel context for the building of educational menus.

If so, these four books are nicely timed to catch the ensuing wave of culinary fashion. It is tempting, indeed, to see them in the metaphorical guise of recipes, if not for the main course (whose specification has now more or less successfully been taken over by the ministers and mandarins) then at least for the appetizers which herald the rest of the meal.

Viewed in this light, each represents an interestingly different style of gourmandise, emerging in dishes of varied texture and taste. Maurice Holt's contribution is an original and lively oxaloid soup - uncompromisingly down-to-earth and peasant in approach, peppered in flavour, and with a presentation characterized by a large, gristly segment surrounded by meat and rich broth. Denis Lawton, in complete contrast, offers that banquet manager's favourite, melon gondola: smooth in composition, elegant in appearance, but perhaps a little bland to the palate. Maurice Galton and Bob

Moon preside over a collective offering - a veritable *hors d'oeuvres* world, whose constituent elements range from the jaded familiarity of tinned sardines to the unexpected pleasures of *salade clementine*. Finally, Bob McCormick and Mary James present a delicate and difficult creation - trout stuffed with *finest herbes* and truffles - whose edibility is marred by the presence of countless small bones.

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There is little difficulty in categorizing Maurice Holt's *Curriculum Workshop* along these lines. It derives in part from the school-based in-service courses the author has run over some years, and is firmly addressed (as its title implies) to practising teachers. It is presented in three long chapters, opening with a series of annotated summaries of recent official documents on the curriculum, among which the 1979 HM secondary survey, *Aspects of Secondary Education*, comes in for particularly favourable attention. The second chapter focuses on curricular aims and approaches, and incorporates a series of somewhat disjointed short essays on such topics as evaluation (which the author equates with performance tests or profiles, neither of which he likes), mixed ability teaching, pastoral care, and integrated studies. The final and longest chapter (the last in the book) consists of seven secondary and two primary schools.

In each instance the whole curriculum is displayed and the rationale behind it discussed. Questions for the reader are set out at the end of each case study; some are incorporated in earlier chapters. This, then, is a book with a practical end in view - the planning of curricula at the school level - based on a wealth of detailed empirical material (though the sections on the primary curriculum are probably too thin to be useful). The text is enlivened with the author's opinions ("I have not attempted to adopt a neutral stance"). The overall effect is of a well-flavoured and substantial concoction, not altogether easy to digest but worth the effort to swallow.

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This is a book whose emphasis is more on theory than practice - it is likely to appeal mainly to teachers on initial and in-service courses in need of ideas for their essays and dissertations, rather than to those engaged in grappling with the rationale, framework and balance of the school timetable.

For Harry Kée, former professor of education at York and tireless crusader for community education, has had a house on the slopes of Ingleborough for 20 years. Interesting is the order of priorities of the area's attractions:

"I became trapped, first by the colours and shapes, then by the air and the winds; then by the people." Not so easy to supplement this by pictures especially in a black and white book but his photographer Caroline Forbes has served him extremely well and the reader wishes many a time the photo could have been twice as big as it captures perfectly the rush and sweep of the limestone hills and, vitally important, those vast plains of stormy skies.

Harry pootles on ahead pointing

Reading room

Library Service to Children: An International Survey. Edited by Colla Ray. Library Association £9.50. 3 599 20292 8.

A History of Literacy and Libraries in Ireland. By Mary Casteleyn. Gower £18.00. 0 566 03478 6.

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ly knowledgeable and copiously annotated. It has the dispassionate didactic flavour of true scholarship - there is scarcely a paragraph of pontification or of personal prejudice to be found in it. In short, it is the only genuine example, among the four, of *haute cuisine*. What makes it tricky to cope with is not so much the rich-tasting flesh of the argument as the finicky skeleton which underpins it. This latter comprises a bone-by-bone account of evaluative techniques, running to a remorseless 90 pages. Those most likely to appreciate the resulting intensity of learning are the intellectual gourmets who themselves write, research and teach on the theme of evaluation.

And yet, despite their obvious disparities, there are some interesting characteristics in common between all four offerings (a close analysis of them might indeed contribute to a contemporary sociology of educational thought). Many of them are opposed to a technocratic, objectives-based approach; nevertheless they tend to favour a greater emphasis on technology; most believe in integrated subject teaching; they are generally hostile to the current system of examining at 16-plus; enthusiastic about a common core curriculum and against too many options; and hopeful about the possibilities of inter-school collaboration. With not too many exceptions, the views of the recent contributors to curriculum theory and practice would seem to fit in with those of Sir Keith and his departmental menu-writers. One can only hope that the convergence may be a good thing for the gastronomic health of the school population in the years to come.

One's choice of dishes in an *hors d'oeuvres* is bound to be personal, but my preferences include a piece of vintage Stenhouse setting out his reflections on the legacy of the curriculum movement, and a meaty report of Bob Moon's recent researches on primary mathematics reform in five Western European countries. With 21 offerings to choose from, there must be something here to please almost anyone concerned with the curriculum - but the audience for the collection as a whole seems likely in the main to comprise education lecturers in universities, polytechnics and colleges.

The book by Robert McCormick and Mary James has only a limited amount in common with the other three. It is comparatively narrow and specialized in scope. Long, impressive-

lingo

The rather pompously named *Highway Code* - a better title might be "Rules of the Road" - was first published over 50 years ago. Since then, new editions have introduced an increasing number of technical terms for users of the manual to distinguish. We have both the familiar *zebra crossing*, for example, where pedestrians have priority over traffic, and the *pelican crossing*, where a siren's name is intended to denote its function of being "pedestrian light controlled". Then there are *clearways*, or roads where you may stop only in an emergency, and *urban clearways*, with similar restrictions in towns and built-up areas. Do you know your *lane* from your *carriageway*? A single *carriageway* can have three or more lanes on it! And how about the *central reserve* - or is it *central reservation*?

These latter terms can be used interchangeably, but on the whole the *Highway Code* uses "reserve" for the crossover point on a dual carriageway where you can wait before turning right, and "reservation" for the long central dividing strip between the carriageways, usually covered in grass. You may join or leave a motorway only by a *slip road*, while running off a main road with a steep descent you may find the special facility of an *escape lane*; a special "crash pad" where you can bring your vehicle to a halt if your brakes fail.

The *Highway Code* uses such terms but does not always explain them clearly, which is hardly helpful for learner drivers about to take their test or motorists visiting Britain from abroad.

Adrian Room

Raymond Williams's *Keywords* has just been republished by Flamingo Paperbacks. (£2.95); this provocative

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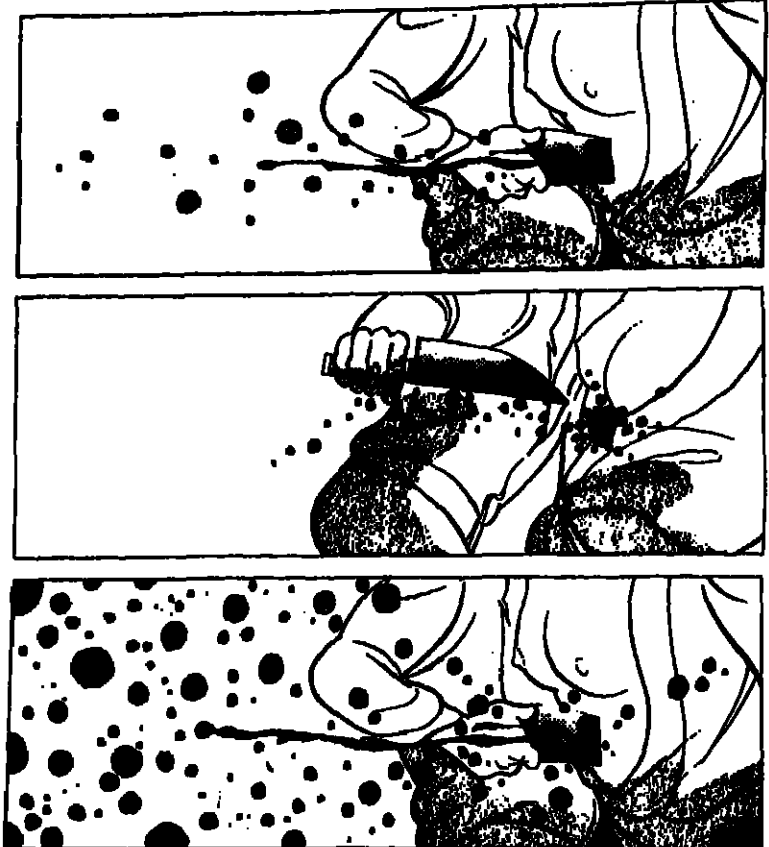
Empire of signs

Japanese television.
National Film Theatre, until February 19.

"It is a matter of record that no living nation has given civilization so little, and taken so much", ran part of an unused draft for the American documentary *Know Your Enemy - Japan*, quoted in the current issue of *Sight and Sound*. The film was never generally released, since the civilization that made it had by then expressed its feelings about Japanese culture by bombing Hiroshima and there was no insult proportionate to that injury.

However, when one has discarded the more ludicrous prejudices about the country ("halitosis is a national Japanese affliction" was another wild shot at understanding a people obsessed with personal hygiene), there remains a problem for most Westerners in coming to terms with Japanese culture. On some levels, the films in the current season of Japanese television at the National Film Theatre are easy enough to enjoy. Forget the humiliating gestures plundered by Clive James in deference to the British liking for national and racial stereotypes: the best of Japanese television combined technical skill with a strong feeling for formal beauty to explore universal themes. But one is never free of the sense that beneath even the most transparent of these lies a unique and remarkably homogeneous culture.

There is no difficulty with *A Family* (February 17): the emotions are universal, the matter of the young man's adoption clearly related to Japanese custom. Similarly, it is all too easy for a Western audience to sympathize with the revolt against conformity and the yearning for a modern life (*The Scorpion*, February 15), when the apparent ability of the Japanese worker to accept these is something a more individualistic society finds hard to understand in the first place. The real



The gory death of a prostitute depicted in all the graphic detail the Japanese comic reader is accustomed to. From *A Japanese Mirror*.

problems arise with an obviously experimental film like *Red Flower* (February 19) where the viewer is never sure how much of his disorientation is ignorance and how much is planned.

Red Flower is no less problematical for its occasional references to Western culture, as in the scenes where a student's inability to pay for a copy of *Huckleberry Finn* gives rise to a very Japanese demonstration of reticence. Ian Buruma, in *A Japanese Mirror*, investigates the paradox of a shy people who unashamedly devour works of sadistic pornography during the rush hour and consider themselves gentle and caring (or "well", in contrast to the drier and more dispassionate culture of the West), while projecting an image in which the wettest thing is the blood spurting across the screen or the pages of the horror comic.

Robin Buss

Jonathan Cape £9.95. To be published on February 9.

Shakespair

Romeo and Juliet
Oldham Coliseum, until February 11.
The Tempest
Everyman Theatre, Liverpool, until February 25.

Last year I heard two RSC alumni separately deplore the fact that Shakespeare is taught in schools. How much their opinions take into account some of today's work in English and drama departments I do not know. But how much do they know of the Shakespeare sometimes dished up to school parties hoping to find their set plays leap to life on the stage?

What, for example, will be made of this pair of productions, as wide apart as two styles of staging Shakespeare can be? In Oldham, Pat Trueman presents *Romeo* on an arch-fall set carrying more than a whiff of Fifties' productions. Despite its three hours, there is a near-relentless briskness that allows no exploration of character.

Life expectancy in this Verona seems around 30, with Barbara Marten (one of the few to allow much variety of pace) as Lady Capulet looking like the younger sister of Diana Rigg's full-grown Juliet. While it will confirm candidates' knowledge of the story, this will not deepen understanding or enjoyment. Inadequacies show actively in the unfunny spaghetti-voiced ser-

vants and the gushing of vocal chords that embarrassingly surrounds Juliet's supposed death bed.

Repertory Shakespeare, of course, is not only for school parties (though theatres regularly discover a play's many virtues just as it is set for GCE). Glen Walford's *Tempest* could puzzle a newcomer to the play. The life is indeed said to be full of noise; but which life? Here, we are in a circus with ringmaster Prospero (Richard Ross, so young he must be excessively morbid to have every third thought death), a tumbler called Ariel who puts the captives through the hoop, and an enchanted strongman called Ferdinand, whose labours become exceedingly light at a kind word from a birdlike Miranda.

It is as well that many in the audience will have been primed, but that said, this visually alert account is stimulating and entertaining; the use of "Our revels now are ended" as the epilogue imaginatively captures the analogy of the play's "rough magic" with the spell of circus artistry.

The cast cope well with both blank verse and elementary circus routines, and by giving Stephano and Trinculo definite roles as clowns the two become more sympathetic and funnier than usual. Bob Hewis and Matthew Devitt make the most of every opportunity and their scenes with Caliban's excellent Caliban are the high points of the evening.

Timothy Ramsden

DIE cast

The Light Age
Snap Theatre Company.

Snap Theatre Company have a lot of crackle about them too. And not just because *The Light Age*, their new TIE programme for primary schools has been part-financed by a grant from the Department of Energy.

Disliking the term TIE, the five-strong company have evolved a disciplined, economical style which is all their own and which director Andy Graham prefers to call Drama in Education. It is intensely theatrical and very exciting. There is no scenery and not a single prop. Working in the round in a school hall or classroom, the actors mime, or, if absolutely necessary, become objects themselves. In *The Light Age* they were doorways, computers and in one effective tableau three of them became a sturdy, realistic stile.

The 40-minute programme for 5 to 11-year-olds looks at energy. After an initial definition ("Energy is what makes things go") it goes on to examine the ways in which energy is used by industry and domestic consumers, and then suggests many more by which it could be conserved.

Hugh David

Tel: 0279 504095/503066

Egg on

A Giant Surprise.
Loki Theatre Company.

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Loki Theatre Company's *A Giant Surprise* (I prefer their subtitle: *Snort's Breakfast Blues*) uses a busy, street theatre style to address the problem, taking Norse myth as its starting point. Snort, the little giant flames the dragon that happens to hatch from his breakfast egg for thawing the icy land of the frost giants. It turns out that the real culprit is a

wayward flame that has fallen from the sun, but only after there's been a good deal of clowning, acrobatics, magic, a puppet show, some songs and one or two inventively stage managed moments of surprise.

The five young performers inject a warmhearted enthusiasm into their many roles - dragons, animals, plants and fire demons, and although the settings may look a bit tacky to the adult eye (they look like a succession of patchwork bedspreads and eider-downs) and their story may be a bit tortuous for the very young, *A Giant Surprise* is recommended for its imaginative sense of good fun.

Nick Baker

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In each instance the whole curriculum is displayed and the rationale behind it discussed. Questions for the reader are set out at the end of each case study; some are incorporated in earlier chapters. This, then, is a book with a practical end in view - the planning of curricula at the school level - based on a wealth of detailed empirical material (though the sections on the primary curriculum are probably too thin to be useful). The text is enlivened with the author's opinions ("I have not attempted to adopt a neutral stance"). The overall effect is of a well-flavoured and substantial concoction, not altogether easy to digest but worth the effort to swallow.

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Bert Lodge

Out with Harry

The Three Peaks of Yorkshire. By Harry Rée and Caroline Forbes. Wildwood House £9.95. 0 7045 0486 3.

... a series of good walks on and over the Three Peaks, Ingleborough, Pen-y-ghent and Wharfedale. But instead of being accompanied by familiar friends I would take my readers along with me, mentioning odd points which would come to mind as I took them through the countryside. Simple observations would be sparked off by some passing feature - an old limekiln, a curlew circling overhead.

It's the "Out with Romany" technique that kidded us all those years ago through the fretwork of Thirties wireless sets, none of us realizing that Romany never even left the studio. But "Out with Harry" is more authentic. For a start the aim of the book is modest, not a trudge round the retio-

ter edges of the world where you know the writer has never been but a potter really, not much more, round his neighbourhood.

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Bert Lodge

Reading room

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A History of Literacy and Libraries in Ireland. By Mary Casteleyn. Cover £15.00. 0 566 03478 6.

The first of the International Federation of Library Association's surveys of library services to children was published in 1963, and immediately introduced a new dimension into the thinking of practising librarians. This fourth survey is considerably extended in length and scope, covering 21 countries around the world. Like its predecessors, it will provide an archive of reference, a source of ideas, and more with sequence than with

monks' manuscripts to the bards' epic poems, thence to the publishing ventures of philanthropic societies or the educational efforts of the Mechanics' Institutes.

There is much to interest us on the way. There are surprises: Ovid's *The Art of Love* as a best-seller to eighteenth-century peasants; or the exploits of prostitutes Fair Rosamund and Jane Shore as texts in Catholic hedge schools. There are reminders that some things change little, as in nineteenth-century reports of the low status of adult education or the complaints of staff carrying off books at Belfast Academy. What we lack is a text so shaped that major themes can be identified and discussed.

Adrian Room

Raymond Williams's *Keywords* has just been republished by Flamingo Paperbacks (£2.95): this provocative inquiry into vocabulary has now been revised, with over 21 extra words

lingo

The rather pompously named *Highway Code* - a better title might be "Rules of the Road" - was first published over 50 years ago. Since then, new editions have introduced an increasing number of technical terms for users of the manual to distinguish. We have both the familiar *zebron crossing*, for example, where pedestrians have priority over traffic, and the *pelican crossing*, whose acronymous name is intended to denote its function of being "pedestrian light controlled". Then there are *clearways*, or roads where you may stop only in an emergency, and *urban clearways*, with similar restrictions in towns and built-up areas. Do you know your *lane* from your *carriageway*? A single *carriageway* can have three or more lanes on it! And how about the *central reserve* - or is it *central reservation*?

These latter terms can be used interchangeably, but on the whole the *Highway Code* uses such terms but does not always explain them clearly, which is hardly helpful for learner drivers about to take their test or motorists visiting Britain from abroad.

Adrian Room

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Lessons from history

[illegible]

examinations based on the subject matter being taught at schools using traditional textbooks: the schools rely that they teach the subject matter it is dealt with in the boards' examination papers. It is therefore, an inbuilt vice of examinations to be resistant to planner change in case if for examinees to more conservative boards, while textbooks will only be bought if they teach what students need to know for examinations. The problem is that the popular textbooks have been in circulation for decades or more. New editions are not usually, total rewrites. Nor is it confident that the authors of the more elementary A level texts are actually aware of how macroeconomics has changed in the last few decades, or relate to current policy. It is not alone how to make this comprehensive at the introductory level.

ECONOMICS & BUSINESS BOOKS

Management matters

First published in 1935, *Groundwork of Commerce: The Structure of Business* by H. L. Jones and R. P. Jones (Edward Arnold, £3.75) has been used in schools and colleges for so long that it has become almost a standard text. Since Commerce and Business are terms used in such a wide variety of contexts, it has been considered advisable to divide the study into two sections—Book 1, with which we are at present concerned, covers a one-year commercial course at an elementary level and Book 2 deals with the requirements of more advanced examinations with a bias towards economics. The general pattern of Book 1 has not been disturbed for the seventh edition, though parts have been rewritten and updated, and the chapter on "Work of the Office" has been extended. It is a matter-of-fact and soundly organized text, with a selection of relevant questions for students to test their progress and should prove useful for those taking RSA, CSE and LCC examinations.

It has frequently been insisted that the most important aspect of management is the management of people. *Personnel Management in Context*, the 1980s by Terry Mellor (Elm Publications, £7.90), is an expensive book and owing to the tight binding does not lie open easily, but it does cover a lot of ground in its 320 pages and is intelligently illustrated (though the General Election statistics do not go beyond 1979). As the emphasis is upon environmental influence, the opening chapter examines the "Changing Nature of Society", after which the text is presented in four sections: "Objectives and Functions", "Modern Personnel Management", "Personnel Management and the Law", and "External Influences and Constraints" (with an excellent chapter on unemployment). The book will be suitable for students taking Stage 1 examinations of the Institute of Personnel Management.

In *Executive Development* (World's Work Ltd £2.50), Alfred Tack expresses the conviction that he can give every reader a helping hand up the managerial ladder, from first rung to top executive status. I am somewhat less confident. His book is packed with anecdotes, inspiring, dogmatic, witty sayings and superlatives as "The book says here, 'You must first please all the people all of the time' and 'Problem-solving must begin by discovering the cause'—all conveyed in a hearty, back-slapping manner which makes this reader cringe. He emphasizes Time Management, quite appropriately, but whilst most management textbooks suggest that the really effective manager will endeavour to build up sympathetic relationships with those he has to manage (which necessitates some conversation), Mr Tack regards that as a waste of time—"Do you waste your own—and other people's—time by chat, chit, chat?" For him there must be something dreadfully wrong with the manager who wants to take work home—either he can't stand his wife or is attempting to dodge the washing-up. It doesn't occur to Mr Tack that a manager might possibly take work home because he enjoys certain aspects of it or believes that he can reach a clearer perspective away from the office.

Many small businesses run into unnecessary difficulties through lack of information (and one might add, lack of commonsense) on the part of the owners. *Choosing and Using Professional Advisers*, edited by Paul Chiplin (Enterprise Books, £4.95) offers advice on the selection of accountants, solicitors, bank managers, insurance agents etc. and explains how they operate. Much of the information is so



basic and the knowledge so easily acquired, that the best chapter is the last—"Finding Out for Yourself"—and anyone intending to start a business would be advised to do just that. *How to Manage*, edited by Ray Wild (Pan Books, £2.50) is another compilation of views by different "experts"—123 all, together, experienced managers, journalists, politicians and sportsmen (some content to provide but a single sentence) so that it can hardly be regarded as an organized textbook or a volume in which "leading world experts analyse the art of management", as we are told. As might be anticipated, there are some highly significant comments from the

practitioners, and some trite platitudes. For instance, Dame Kathleen Ollerenshaw makes a point rarely seen in textbooks, that the securing of one's emotional base is the first priority; on the other hand, her advice on "seemingly to be able to drink everyone else under the table" and on women needing "to take enormous care in their choice of handbags" may not be entirely relevant for all managers. Jilly Cooper confesses that she couldn't "manage a flea circus" (how many of us could?) but seems to have surrounded herself with extremely competent people and leaves management to them. Perhaps that's the answer?

Management and Communication Studies 4 by W Bolton (Butterworth, £5.95) is intended for students and potential managers in engineering, and meets the requirements of the TEC standard unit 1796/13. It should prove entirely adequate for its purposes, dealing first with the historical developments in management theory, aims and objectives, and structure of organizations, before discussing decision-making, performance and personnel management, with suitable questions and assignments for students.

At a more elementary level, *Communications and Reports* by Peter Padgett (Cassell, £2.95) is designed to help supervisors improve their communication skills. Mr Padgett looks at the problems of written and verbal communication, report writing, interviewing, and the use of telephone and public address systems.

Organisations at Work by M R Frampton, R T Norris and A J Rees (Nelson, £7.95) is based on the requirements of the BEC National Certificate and Diploma common core modules 3 and 4, but may well prove convenient for other courses. The aim of the authors has been to integrate the

economic, legal and governmental aspects of both large and small organizations, and throughout the volume a mythical, but typical, "High Street" has been adopted. There are self-assessment questions to end each chapter and a selection of student assignments. The book is well-written, well presented and organized.

Since market development is of the utmost importance to the economic future of the UK and insufficient attention seems to have been given to it by politicians and executives, *Market Development: A Comprehensive Survey* by Michael J Baker (Penguin Books, £4.95) must place itself as one of the most significant books under review. Professor of Marketing at the University of Strathclyde, Michael Baker has few illusions, but knows the score and can substantiate his arguments with relevant case studies, ranging from B L Marlin and Wilkinson Sword to vinyl flooring, calculators and the servicing of oil rigs. While he is interested in the general subject of marketing, his main concern is with the introduction and development of new products and services. Our future existence depends on it. This book can be highly recommended to manufacturers, exporters, and politicians, as well as students of marketing.

Professor Baker might be an academic, but he keeps his feet on the ground. Michael Stewart, in *Controlling the Economic Future: Policy Dilemmas in a Shrinking World* (Wentworth Press, £5.95), is a visionary (and former economic adviser to the British Government). Who would quarrel with his idealistic view that economic policies should take account of other countries and the longer-term future? As he so rightly observes, the increasing interdependence of the world economy means that one country's policies can have counter-productive effects on

other countries. He provides a shrewd description of macroeconomic policy, Keynesian and monetarist, yet his solutions depend entirely upon international cooperation. "Such global solutions will require the cooperation of most of the OECD and Eastern European countries, the Soviet Union and China," he says. Yet the countries of the EEC have still not been able to agree on a policy in the face of imminent bankruptcy.

Following the lead of Peter Drucker, management theorists continue to remind us of Japanese progress in this modern technological world. With scarce physical resources, Japan supports a population of 115 million, has the third highest GNP in the world, and exports \$75 billion worth more goods than it imports. What better example could we have? In *The Art of Japanese Management* (Penguin Books, £1.95) Messrs R T Pascale and A G Athos argue the case for Japanese superiority in management skills and the Western lack of "vision". If their fascinating and provocative book is addressed to American readers, it has equal relevance for British readers. Admittedly, the Japanese people have a different social and cultural background (one capable of producing the suicide-pilots of the War), but the authors make great play with Japanese "spiritual values" which, apparently, have nothing to do with religion and are solely concerned with the individual and society, man and efficiency. They even attempt to drag Zen into the arts of management, to reach the conclusion that "What is needed in the West is a nondescript, nonreligious 'spiritualism'".

However, it seems to me that the authors are a little dishonest in that they say nothing about the restrictive practices of the Japanese which effectively prevent many foreign goods from entering their country and offering any kind of competition (one of the most significant reasons for the imbalance between imports and exports).

Howard Sergeant

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ECONOMICS & BUSINESS BOOKS

Accounting for taste

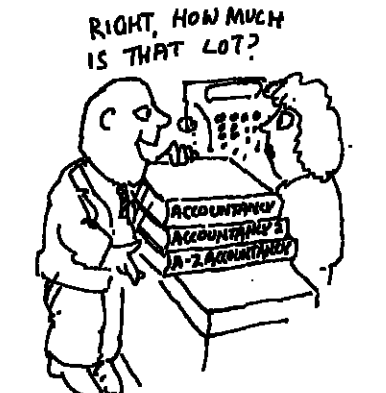
Surprising though it may seem after all that has been said on the subject by critics and reviewers, there are still authors of textbooks on accounting who do not make provision for solutions to questions set for students in their books: what is even more surprising is that they can still find publishers. One would have thought that by this time both authors and publishers would be able to recognize that accounting can never be thoroughly grasped without a great deal of actual practice in applying the principles to a wide range of business operations. Many students have to work on their own and it is essential that they should be able to check their work in sufficient detail to assess their understanding.

Basic Financial Accounting by Peter Bowman (Edward Arnold, £6.25) does not suffer from this defect: there are summary answers in the text and the publishers make an answer book available. It may well be regarded as a suitable text for one-year BEC General or National students, and others will certainly find it useful as an introduction to the subject, though the section on accounting ratios and funds flow statements goes well beyond first year needs. Curiously enough, the discussion on accounting concepts and conventions does not appear until the final chapter. What gives this text its distinguishing characteristic is the diagrammatic presentation which will undoubtedly make the principles of double entry clearer to all beginners.

Practical Accounting for Business Studies by V N Newcomb (John Wiley, £6.95) also provides solutions to questions set for students. The author, formerly head of business studies at Monash Polytechnic, goes out of his way to explain that he has been concerned with writing a textbook suitable to the needs of African students, and that has resulted in the use of African names in the various exercises, the adoption of a universal and fictitious currency unit of \$s rather than £s, and of particular value, the avoidance of professional jargon. Where technical expressions are necessary they are patiently explained. This is a reliable text for a one-year course undertaken by African or other students using English.

There have been so many changes in British accounting practice over the last few years that it has been incumbent to revise most of the original text of *Understanding Company Accounts* (Pitman, £3.50) for this second edition.

It is a highly informative volume and the author, Peter Bird, Professor of Accounting at the University of Kent, is to be congratulated on the intelligent way in which he has worked through and sorted out all the complications; nevertheless, it is extremely doubtful that "a person with no previous technical knowledge of accounting should be able, after studying the volume, to pick up a set of published accounts and get out of them a high proportion of the information possible to derive from them", as he boasts.



Although the book is intended for college and university students, beginners will understandably be lost almost from the start, and only those with considerable knowledge will be able to obtain any real benefit from it. Professor Bird examines the "historical" basis of presenting accounts to the public and then proceeds to discuss, systematically, the changes necessitated by inflation in the valuation of assets and the determination of profit, which leads to the consideration of "current cost" accounting in compliance with legal requirements. If he does not include questions and answers for students, he does reproduce, as a method of demonstration, the accounts (using both historical cost and current cost bases) of the British Sugar Corporation, one of the first organizations to comply with the accounting provisions of the Companies Act, 1981, and refers to them throughout the book.

It is surprising just how much ground has been covered in *Financial Accounting* by Raymond Brockington (Macdonald & Evans, £13.50 and £6.95) in a single volume designed for first and second year students. Starting, logically enough, with definitions and fundamental concepts, Mr Brock-

ington carefully explains the subject from the earliest stages right through partnership and company accounts, taxation consolidated accounts, financial ratios, and manages to touch upon current cost accounting and Accounting Standards. There are plenty of questions for students but, regrettably, no answers.

Success in Financial Accounting by David Cox (John Murray, £5.95) is even more surprising in this respect, dealing with the subject in the utmost detail and worked examples, to say nothing of some very amusing cartoons reproduced from *Accountancy* magazine. It is well organized, wisely illustrated, and covers a much wider range of financial applications than most textbooks, balance sheets being presented in the American and European style recommended by the latest Companies Act. The sections on "Taxation in Company Accounts", "Inflation Accounting", and "Analysis and Interpretation of Accounts", with its valid note of caution, are of outstanding value.

Since it is accompanied by *Success in Financial Accounting: Questions and Answers* by the same author (John Murray, £6.50) it may be felt that the total cost compares unfavourably with that of other textbooks available, but students—especially those working or revising on their own—will find the expense well worth while in the long run. The companion texts can be warmly recommended to students taking BEC National "Accounting 11" and "Accounting 111" papers, as well as the examinations of various professional bodies.

Intended primarily for students taking the BEC National Accounting Technicians option module 11, *Cost Accounting and Budgeting* by David C Asch (Macdonald & Evans, £6.95) may also prove suitable for first-year BEC Higher National and Certificate courses. Mr Asch makes the usual distinction between cost and financial accounting, employs his earlier chapters to consider the recording of prime costs and the apportionment of overheads, before getting to grips with the more serious aspects of his subject through absorption and marginal costing, process costing and the fundamentals of budgetary control, standard costing and variance analysis. There are progress questions for students with outline solutions in the Appendix.

Howard Sergeant

Armoury of questions

A Textbook of Questions and Answers in A Level Economics. By Roger Malle and Jack Jenkins.
Bell and Hyman £4.95.
Multiple-Choice Questions for A Level Economics. By J M Oliver.
Butterworths £2.95.

The term "textbook" betokens more than a simple primer of questions, and Malle and Jenkins indeed provide a substantial volume of 248 pages. Twelve chapters cover the normal A level syllabuses, with multiple choice and data response questions, plus answers, and supplementary tests for end-of-term examinations. The first two chapters, on how to study economics and examination techniques, should be required reading for all A level economics students. The stimulus material is very well chosen, and the multiple choice questions are thought-provoking. Written by practising teachers, this very impressive addition to the teacher's armoury will be widely welcomed.

Oliver's latest multiple-choice book consists of eight tests of 35 questions, nine-tenths of which are culled from past A level examinations of the London, Oxford and Cambridge and Associated Examining Boards. Thus, unlike many published sets of questions, they are psychometrically valid. Detailed explanatory answers are provided. This "brief" volume is stylishly authoritative.

The Common Market: Ten Years After. Edited by C D Cohen.
Philip Allan £6.95.
Competition and Industrial Policy in the European Community. By Dennis Swann.
Methuen £11.95 and £5.50.

On October 22, 1971, a notorious letter to *The Times*, signed by 141 economists, stated that the economic effects of joining the EEC were more likely to be favourable than unfavourable to Britain. Unfortunately (for the profession) an almost identical letter was published in the adjacent column, signed by 154 economists—the only difference being the transposition of the words favourable and unfavourable.

Cohen's collection of papers shows conclusively that the pessimists were right. The editor's frank introduction and final essay on growth, stability and employment are both delightful pieces: trenchant and sceptical in tone. While the political impetus was the clinching argument for UK entry, Cohen wisely points out that a wider European unity (embracing the many non-member countries) would not necessarily be advanced by a politically more mature EEC system. The European Parliament is castigated as a rather superfluous and largely impotent body.

It is ironic that Britain's intransigence over recent budget debates has resulted in the over-ruling of the UK veto: a most significant change which has great potential to improve the EEC's functioning.

On the trade effects of membership, Cohen observes that trade has been diverted in the case of food products, with an associated misallocation of domestic resources into agriculture. There are few, if any, observable dynamic trade benefits from membership.

The general impression which emerges from these papers is that the economic costs of membership exceed the benefits. Competitive pressures in the EEC have weakened significantly in the past few years: often in direct contrast to the growth of non-tariff barriers and subsidies to uncompetitive industries. But despite the gloomy diagnosis, none of the contributors opts for withdrawal.

Other chapters include the EEC and UK trade, British manufacturing industry, high technology, agriculture, taxation and monetary arrangements. Peter Holmes suggests that the trade effects of UK entry have been slight, but regards Cambridge remedies as likely to prove self-defeating. UK entry to the EEC is set against the deeper perspective of Britain's post-war economic development. Since 1960, the UK's average real income has continued to decline relative to the rest of the EEC, and membership has done nothing to diminish this relative impoverishment. Britain has been caught up by the poorer EEC countries, among whom she is now numbered.

Britain's industrial structure has not

David Whitehead

Beginners' luck

Economics. A New Introduction. By Derek Lobley.
John Murray £3.50.

The 1973 Report on the London O level Economics examination, stated that candidates appeared to have been reared on the 1890 edition of Marshall's *Principles*; subsequently, reports continued to bemoan students' ignorance of recent developments. Lobley, as both a lecturer and a chief examiner, has designed his new textbook to meet these criticisms, as well as to cater for modernised O level syllabuses.

While the topic coverage is orthodox, the treatment is based on the belief that students do not thrive on too dense a diet. Indeed, it is more suited to the traditional O level student than to the borderline CSE/O level candidate more common in comprehensive schools today.

Each chapter is followed by assign-

evolved to meet the competition: a significant feature is the much lower number of small manufacturing plants in the UK relative to France, Germany and Italy. It is the small industry sector that has grown fast in the last decade, and it is here that productivity growth and rates of technical innovation and diffusion are greatest. Cohen concludes that Britain's deliberate policy of economic restriction, which has imposed huge losses of potential output, has reduced living standards far more than has membership of the EEC.

One topic barely mentioned in this collection is competitive and industrial policies and their effect on the UK. Swann's treatise amply compensates, though from a pan-European rather than an Anglo-centric standpoint. This specialist study is written for advanced observers of the EEC scene, and much of the argument is technical or legal. The analysis covers the European Coal and Steel Community as well as the EEC. Swann is an experienced commentator on the Community, and his considered judgments are weighty. A notable lack of commonsense and otherwise meticulous prose style, though "divestitures" and "degressive" are rather peculiar terms.

Swann maintains that while competition policy is one of the most important fields of EEC activity, in some areas of industrial policy the gap between aspiration and achievement is substantial.

One of the most publicized aspects of competition policy was the attempt to facilitate parallel imports to the UK of right-hand drive cars from the Continent. Swann illustrates how UK motor dealers vigorously opposed this policy by a variety of restrictive practices. However, the harmonization of technical standards for car components has moved ahead steadily.

Efforts to improve the freedom to supply services are exemplified by the insurance industry (opposed by West Germany) and the medical profession—though no assessment is made of post-1975 developments.

Administrative barriers to free trade persist within the EEC, customs duties, trade procedures, intra-EEC are scarcely different from those with non-member countries. Documentation proliferates, and VAT and the collection of statistics are unnecessarily complicated.

The analysis of cartel and monopoly policy is very detailed, with full discussion of court cases. Swann emphasizes that it would be wrong to expect too much from policy towards restructuring industry—after all the European Commission employs fewer people than Wandsworth Borough Council.

Competition policy has, by contrast, been most effective, especially in the anti-trust field. However, the rules have not been applied in some areas, notably air fares. While Cohen's survey is attractive for the mainstream student of economics, Swann's scholarly analysis will provide ample data to flesh out more specialist courses.

David Whitehead

ments of the short answer, data response and essay varieties (no answers provided). Lobley sensibly omits multiple choice questions since many specialist publications are available.

The narrative starts breezily with the "economic problems of a student" ("pupil" is now passé); marred only for some by 30 uses of the male personal pronoun on page 2. Female students may feel a bit left out. Examples are more up-to-date than usual: split-screen, chemias provide a relevant illustration of the opportunity cost principle. The language is sometimes rather advanced, for example "the idealised textbook market economy" text is interspersed with many diagrams, tables and photographs, and the presentation is as lively as O level economics permits. This is certainly a recommended addition to the range of available course books.

D W

ECONOMICS & BUSINESS BOOKS

Just the job

Economics. By Roger Ople. CRAC/Hobsons Press. Connections Series £2.90 + 55p and packing.

Unfortunately this book makes a disappointing start to what could be a good series. In launching Connections, Hobsons Press is aiming to meet the widespread need for basic introductions to academic subjects. Key issues concerning the content of courses, methods of study, examination structure (from CSE up to degree level and including BTEC) and career outlets are all discussed. The series should therefore be a godsend to hard-pressed teachers and careers staff trying to help pupils (and their parents) with their educational planning.

But to be effective the books need to present easy points of entry so that the reader can gain a quick insight into the subject and Roger Ople just does not achieve this.

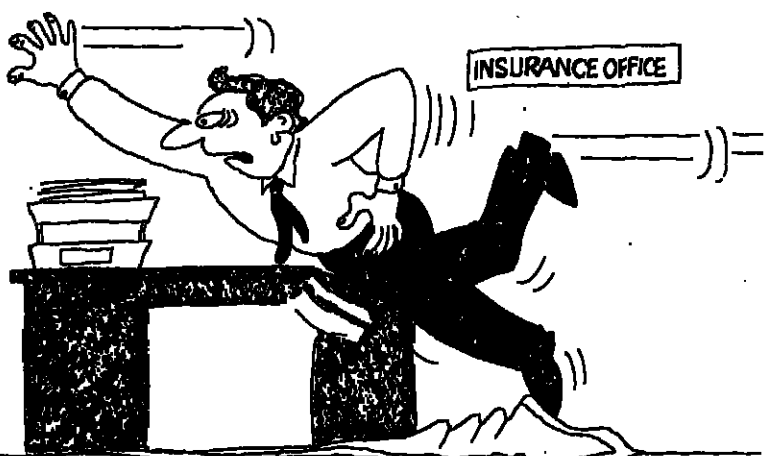
The first difficulty is that the book is designed in a miserly way. Minute type, crammed together with inadequate spacing, dull headings and unclear divisions between sections left me with a sense of confusion. And whilst Ople

has done well to try and demonstrate the relevance of economics to everyday life and contemporary issues his prose style often impedes understanding.

The consequence is that rather than clarifying the subject this book could easily turn off interest. I also found

(particularly for a CRAC publication) the section on careers weak. Neither was there any attempt to provide guidance on the pros and cons of studying the subject nor any discussion on the qualities required for success in it.

Edward Fennell



An illustration from Economics by Roger Ople

Long wave view

The Age of Illusions: The Political Economy of Britain 1968-82. By Michael Nevins. Gollancz £10.95 and £4.95.

One growth industry at least is the publication of diagnoses of the chronic problems of the British economy. Nevins' central thesis is that the UK's misadventure of inflation and unemployment are the consequences of its slow rate of economic growth. Given the increase in the workforce and in productivity, real national income has to grow by a minimum of 3 per cent each year simply to arrest the growth in the number of unemployed.

Nevins arrives at this conclusion via a lengthy, though routine, description of UK economic history since 1945 (why 1968 in the title?). A strong "political economy" approach might be anticipated after his Preface remark that

1979 brought to power a government "more interested in the pursuit of a political dogma than in the welfare of the common people", but his judgments are surprisingly balanced. The analysis is straightforward, and would be quite comprehensible to an A level economics student.

The early post-war period is explained in terms of the analytical framework proposed by Andrezejewski, who argued that the military participation ratio determines the social stratification of a society. The period 1965-79 is conceived mainly in terms of industrial relations debates. Nevins dismisses government intervention in the labour market as almost totally irrelevant. Wage pressure, so far from being the cause of inflation, is rather a response to it. Income policies are condemned as useless or even harmful.

In "The New Orthodoxy" Nevins digresses to describe the growing racial problems experienced in the UK, before returning to his historical treatment of monetary policy. He espouses Kondratieff's analysis of long waves of economic activity, predicting no genuine secular upswing until the mid-1990s, unless governments develop clear strategies for economic growth. His principal suggestion for achieving this Keynesian expansion is a programme of capital works, such as railway electrification, more ring roads, the Channel tunnel, a tidal barrier for the Severn Estuary, etc. *The Age of Illusions* is not an original analysis, and no new remedies are prescribed. It will mainly serve as a simple introduction to post-war UK economic history.

D W

Inside the money shop

Money in the Bank. By Aileen. Illustrated by Chris Evans. Cambridge University Press £2.15 25496 5. 95p 0 521 27505.

Aileen some time ago produced a short book in the same format as *Money in the Bank* on the Stock Exchange. It was very good. This book by comparison is disappointing. It has too wide an aim, resulting in a lot of areas being touched on, but so briefly as to be totally uninformative to the child who would find a 24-page illustrated book useful.

It opens well enough, with a description of the basic functions of banking

but the implication (page 7) that deposit accounts are good places to save should not be taken too seriously. The concept of "interest" is not clearly explained and not helped by use of the word "percentage" in the glossary. A disproportionate amount of time is spent on the cash transactions in process and also on the existence of cash dispensers. The space would have been better spent on explaining "interest", and perhaps introducing cheque cards. At the end of the book there is a drawing of the Bank of England, together with the statement that "The Bank of England works together with the Government and the Treasury. Together they try to control how much money is being used by everyone

in the country". To the reader to whom this book is intended, that is surely incomprehensible - and some other readers could well observe that they would wish the parties named did behave in that way. But much is compensated for by the drawing of two jolly men burning dirty pound notes to keep the Bank of England warm. Readers puzzled by the resounding, yet unhelpful expression on page 24 of how wonderful banks are, would probably be enlightened by discovering that the book is sponsored by the Banking Information Service. That information does not, it should be observed, appear anywhere in the book itself.

Geoffrey E Wood

Slicing the cake

The Economics of Social Problems. By Julian Le Grand and Ray Robinson. Second Edition. Macmillan £6.95. 0 333 35305 6.

This is a useful book, and its appearance in a revised edition will certainly be welcome to teachers. It comprises a series of chapters applying price theory to different topics. These are called "social" problems by the authors in distinction from topics that would generally be called "microeconomic". Microeconomic problems, or problems of resource allocation would have been more accurate - but would probably sell less well.

The book generally does a good job,

although it sometimes stops short in applying its own analysis. For example, the discussion of "laissez-faire" which does not take account of "extreme local shortages", does not point out how that rent control has just the same adverse supply effects as any other rent control. And discussion of externalities pays insufficient attention to how these can be internalized by appropriate definition of property rights.

None the less, this application of economic analysis to economic issues which are often left to woolly and windy "sociological" discussion is most welcome.

G E W

Among contributors to the economics pages

Rossella Lovelace is a lecturer in economics at the Open University.

David Whitehead, Linda Thomas and Ian Chambers are lecturers at the University of London Institute of Education.

Howard Sergeant was formerly head of the Brooklands School of Management, Weybridge.

Peter Caine and Geoffrey Wood are lecturers at the Centre for Training and International Finance at the City University.

Whet the appetite

Invitation to Economics. By David Whynes. Martin Robertson £12.50 and £4.95.

A shrewd technique for disarming critics is to conclude, like Whynes, that "anyone who writes a book with a title like *Invitation to Economics* has to be fairly arrogant and pretentious." In fact, the author's humility and lack of pomposity are endearing, as is his intimate style. His aim is to explain to potential economics students the value of the subject, its charms and pitfalls. Whynes provides a deliberately unhelpful index in order to encourage slow perusal from cover to cover (he even recommends an easy chair).

A brief review of what economics is and how economists think precedes two chapters on the history of economic thought. An original section follows, in which the problem of unemployment is analysed by five different economists. Other topics include why economies differ, good and bad economics, the limitations of common sense, the economist as prophet, and the justification for economics.

In keeping with his ingratiating approach, the author provides four "puzzles" for readers (with possible answers provided) on for example whether tobacco should be banned, and why it might be a good idea for rich economies to give resources away. The text is leavened rather unconvincingly with jokes about economics and economists, but the author's light touch is best manifested in his ironic style. For example, when he describes how governments enforce rules to regulate the competitive proclivities of capitalists, he compares this with the Queensberry Rules, which attempt to ensure that when boxers render one another insensible, they do so in a gentlemanly and sporting manner. Keynes' polemic

against the Treaty of Versailles was amply vindicated by the early Thirties, and Whynes notes that "Being right was a disability from which Keynes perennially suffered." An elementary discussion of paradigms in economics leads on to an imaginative chapter in which "master-economists" provide alternative explanations of the unemployment crisis and suggest a possible solution: a sobering draught for economists as much as potential students. A valuable section on the use of models in economics is followed by numerous examples of what "common sense" is a dubious guide to decision-making, compared with the framework used by economists. The "faires fair" policy of the GLC leads topically to a discussion of what "loss-making" means. The illustrations on minimizing sacrifice at the margin are excellent teaching material.

The "new microeconomics" is explained with reference to the production of children, the costs and benefits of crime, and political voting behaviour. On the economics of time Whynes' analysis is clear-headed and challenging. The 10 pages of further reading are annotated and helpfully classified.

This appetite-whetting introduction should appeal particularly to A level scientists and mathematicians who are considering whether to read economics at university. It is written for the intelligent and educated enquirer, but I doubt whether many of its prospective readers will come across it (in my experience, they don't even read Galbraith). The price is not tempting, and potential students want a briefer, more straightforward guide. Economists will enjoy reading it, and it should be bought by school and college libraries.

David Whitehead

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ECONOMICS & BUSINESS BOOKS

Economics for all

On January 10, Sir Keith Joseph inaugurated the Economics Research and Curriculum Unit which has been set up at the University of London Institute of Education to examine and promote economics understanding.

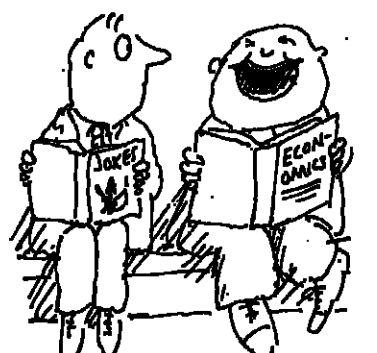
The establishment of the unit reflects widespread concern in the educational world that young people should be helped to acquire knowledge of the economic facts of life. At a time of rapid change in the industrial and commercial structure of society the educational system cannot afford to leave its future citizens ill equipped and uninformed, hamstrung by a lack of understanding of the way the economic system works.

Various official documents have made the same point. The Green Paper, *Education in Schools: A Consultative Document*, DES papers such as *Curriculum 11-16, A Framework for the School Curriculum* and *The School Curriculum and Schools Council Principles and Programmes* have emphasized the need to ensure that all school leavers have some economics competence. The DES document, *17-18: A New Qualification*, states that the common activities which should occupy students for 60 per cent of their time must include studies designed to give a broad understanding of the way in which the country earns its living. Sir Keith Joseph's recently expressed concern that pupils should "acquire knowledge of the economic foundations of society" and be made aware of "the economic facts of life" is the latest example of official interest.

The unit's objectives include: extending in-service activities for teachers by cooperating with local education authorities in London and the South East; providing a comprehensive resource and information service

- establishing a dissemination network for the *Economics Education 14-16 Project*
- responding to requests for advice and assistance
- obtaining the secondment of teachers to work on a classroom based project on assessment in economics.

This programme intends to give practical expression to the slogan "economics literacy for all". It liberates teachers who accept the challenge of promoting economics understanding from a debilitating choice - to dilute the models of A level economics beyond recognition or to provide a



bewildering mass of indigestible information. Instead they are free to help pupils to acquire an economics perspective - the automatic use of opportunity cost analysis to explore situations that have developed out of resource scarcity - and thereby to achieve the other objectives of an economics literacy programme - the development of concepts, information and skills.

Industrial and commercial institutions are eager to help education discover ways of preparing young people for a more sophisticated rapidly changing and uncertain world. In particular they have funded attempts to

promote an understanding of the economic basis of society. The Banking Information Service has given a grant to establish the unit and BP has agreed to fund some of its work.

The innovative work of the Economics Association's *Economics Education 14-16 Project* is proving that it is possible to persuade schools to search for ways of providing an economics education for all pupils. Phase two of the project was set up to design exemplar curriculum materials aimed at extending economics education across the whole ability range in the 14-16 age group. It has been particularly concerned to develop materials in ways which permit their use both within the context of separate subject courses in economics and through the medium of other subjects.

The unit will cooperate in a formal way with other agencies such as the Economics Education 14-16 Project, education liaison departments of commercial organizations and local education authorities which aim to promote economics literacy.

The unit will also be able to draw on the recent research in economics education carried out by the institute and its students. This has focused on the 14-18 curriculum, the meaning of the term economics literacy, the implications of its use and an examination of the significance of attitudes, values and preconceptions for economics understanding.

But this work, however intrinsically valuable, cannot be effective unless teachers are convinced of its importance, understanding its implications for the curriculum and for classroom practice and are involved in all stages of its development. The unit gives substance to the notion of teacher participation in research and curriculum development work. It will actively encourage teachers to assist both as creators and critics.

Linda Thomas

Money papers

Monetary Theory and Practice. By C A E Goodhart. Macmillan £20.00 0 333 36059. £7.95 0 333 360605.

This book largely comprises previously published papers by a senior adviser at the Bank of England. They were addressed to professional economists and policy makers, and in general presume too much prior knowledge to make them readily accessible to students yet to take A level economics. But to teachers of economics they will certainly be extremely useful. They are written as clearly as the issues allow, with no redundant display of either mathematical or economic technique. And further, they deal with issues of great, and current, practical importance in the UK.

Monetary policy has recently returned to an explicitly recognized central role, and these papers chart that return and describe that role. There are ten papers with an introduction. Of these ten, six are surely required reading for any teacher of economics. "The Importance of Money" deals with just that, and although written over 10 years ago, has

dated scarcely at all, anticipating in careful asides points sometimes developed at great length by later authors. (The one main gap, the absence of any discussion of the role of the rest of the world, is covered in chapter VIII: "Problems of Monetary Management" (Chapter III) is a skilful blend of history and analysis; Chapter V deals with the impact of changes in the banking system on monetary policy conceived as a macroeconomic issue; "Monetary Base Control" is a clear statement of one view of the issues involved; "The Measurement of Monetary Policy", although in some ways more technical than the others, deals with questions of great current, and certainly continuing, importance. All these, as observed above, are for the teacher. The introduction is accessible to all students of economics. First, it places in their historical context the subsequent papers; this showing how economic analysis is frequently a reaction to a problem, rather than just an abstract response to an imagined difficulty. Second, it provides a most useful description of what economics (of at least one kind) actually do.

Geoffrey E Wood

Life skills

TSB Money Guide. How to Survive in the Money Jungle. By Marie Jennings. Collins £2.50.

Managing Your Money. By Jennifer Morley. Edward Arnold £1.60.

Both of these visually attractive booklets cover similar topics: banks, house purchase, insurance, tax, etc. *Money Guide* is very professionally produced, and while written for young people setting up home, it would be very suitable for "life skills" classes; apart from some difficult language, eg "indifferent". It would also provide some lively examples for elementary economic classes: the costs of running a car actually include interest foregone on the money invested! *Managing Your Money* is more pupil-oriented; each section is followed by a variety of CSE-level exercises covering the kinds

of problems and calculations that pupils will meet throughout their adult lives.

David Whitehead



Human element

Management and the Organisation. By Shaun Gregson and Frank Livesey. Heinemann £8.95. 434 90863 0. **Quantitative Approaches in Business Studies.** By Clare Morris. Macdonald and Evans £7.95. 7121 1705 9.

Peter Drucker says that organizations depend on managers, are built by managers, directed and held together by managers, and are made to perform by managers. This fundamental link forms the basis for Gregson and Livesey's *Management and the Organisation*, which provides a very thorough and relevant overview of the environment in which management works, the tasks management has to perform, and the decision areas in which management acts.

The authors see the concept of management as involving three main elements: the use of skills and techniques, the control and coordination of people and resources, and responsibility for meeting the objectives of the organization. Their aim in the book is to show management in both theory and practice, and they succeed in doing this by first looking at the basic skills needed in management - communication, planning, decision making, organizing, leading and controlling - and then applying them to the specific functions found within organizations.

Some welcome elements in the book are the concern it shows for the human constraint in business decisions, the frequent use of public sector organizations such as local councils as a source of examples of management practices, and the clear and very structured chapter layout. The book is aimed at BEC Higher National courses, and students will find useful revision ques-

tions, case studies and role plays to reinforce each section.

By its nature *Management and the Organisation* can only deal with the importance of the numerate element in decision making descriptively, and here Clare Morris in *Quantitative Approaches in Business Studies* can help to complete the picture. For a statistics text this book is very readable, as it reflects the desire of the author to teach numerate comprehension and decision making rather than narrow mathematical theory and skills.

The author centres her approach on developing the same skills in business studies students that Gregson and Livesey are trying to encourage - skills of problem solving, communication and insight into the operation of business. After first showing how important it is for a manager to be able to communicate numerically, the book then explains statistics as a basis for deduction in business and as a tool for planning.

How theory can best be understood by using a common sense approach and by studying it in a practical business application. The chapters are usually built around a business problem, which then forms the context in which a numerate tool is introduced and explained. For example, modes, means, medians and measures of dispersion like the standard deviation are built into a wage differential problem which might face a trade union organizer. This is an approach that many teachers try to follow when teaching the numerate elements in business, and it is good to see a textbook following this approach.

Ian H Chambers

Money, money, money

Controlling the Money Supply. By David H Goodhart. Croom Helm £7.95.

The author makes two promises in his introduction: first, "to provide a theory of alternative techniques of monetary control" and then, "...to describe, analyse and assess monetary policy in the UK from 17-81".

In a large part, however, this book cannot pretend to be more than a very readable and well documented description of the evolution of monetary control techniques, rather lacking on the analytical side of the evolution of monetary policies in the UK. With this provision, it performs a useful job as a descriptive textbook.

Sylvie-Claire Burton

Programme of 'Extras'

Feb

Mar

Apr

May

June

July

Sept

Oct

Nov

Dec

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|-------------------|-----------------------------------|
| 10. Video & Film | 17. Music |
| 24. School Visits | 2. Computers in Education |
| | 9. Primary Books |
| | 16. Winter Sports |
| | 23. Science |
| | 30. English as a Foreign Language |
| | 6. History |
| | 13. Geography |
| | 20. Resources for Learning |
| | 27. Health Education |
| | 4. English |
| | 11. Mathematics |
| | 18. Reference Books |
| | 25. Computers in Education |
| | 1. Art & Craft |
| | 8. Children's Books II |
| | 15. Home Economics |
| | 22. English as a Foreign Language |
| | 29. Reading |
| | 6. Music |
| | 7. Travel |
| | 14. Special Needs |
| | 21. Science |
| | 28. Travel |
| | 5. Craft Design & Technology |
| | 12. Video |
| | 19. Mathematics |
| | 26. Modern Language Teaching |
| | 2. Computers in Education |
| | 9. English |
| | 16. Children's Books III |
| | 23. Primary Education |
| | 30. History |
| | 7. Geography |
| | 14. Religious Education |

RESOURCES

Everyday Maths Books 1-6
By S Allans and M Dent
£9.95 each
Macmillan Education.
Topics and Activities in Mathematics
By Scottish Primary Mathematics
Group, £3.50 Omnibus Pack
Heinemann Educational Books.
Impressions. Written and published by
HYMAG 50p.

Everyday Maths is the kind of text that gives maths a bad name. *Everyday?* When did you last "find the product of the sum of 31 and 39 and the difference between 41 and 49"? Doesn't that send shivers down your spine? Maybe not if you're good at that kind of thing, but most people are not.

"What is the largest number you can make using 5, 6 and 9?" The answer, it appears, is 965. But had I interpreted the question another way, I could have concluded 569-9=270. However, we're dealing with ticks and crosses, right and wrong. Explanations, ambiguities, explorations, understanding, relevance, these are not what we are concerned with. "How many faces make a rectangular block?" Perhaps one face, that of the person making the block?

These are books of sums, some disguised with words. Unfortunately, they are printed as spirit masters, which can only encourage their indiscriminate use.

The Cockerill Report discusses a

survey of primary schools: "... In about a third of the classes, at all ages, children were spending too much time undertaking repetitive practice of processes which they had already mastered ... the efforts made to teach children to calculate are not rewarded by high scores in examples conveyed with the handling of everyday situations. Learning to operate with numbers may need to be more closely linked with learning to use them in a variety of situations than is now common."

These books would cost you £50. Why not instead choose a selection of the exciting maths topic and activity books on the market?

You could get the SPMG *Topics and Activities Books*, although in some ways I wish they hadn't brought them out. It's a case of so near and yet so far. They include all those marvellous

mathematical investigations that can excite children so: number patterns with calculators, exploring multiplication squares, making nets of solids, tessellating the patterns, what happens when the Möbius band, shapes on a 3x3 millboard ... But they have removed the "investigation" and lead the pupils on, step by laborious step, and push them towards the implicit right answer.

There are interesting shapes to make—but the nets are provided, right down to the flaps. Where is the challenge here? In the section on tangrams from triangles, there is the helpful hint: "You will have to turn one triangle over to make shapes D, E and F." The Number Patterns sequences are described so that there is no opportunity for the children to work out the patterns or generate their own. Count the regions that result from

joining up a specified number of points on a circle and "You may be surprised at your result!"—don't worry, your answer is right.

I suggest that teachers read these books themselves, but don't give them to the children. Some of the sections need to be re-styled as open-ended investigations or explorations. Other sections could be used in conjunction with additional reference material. The sections on probability are very useful, alongside ideas from Fletcher and the various probability packs there are on the market.

The Graphs sections complement Nuffield and Mathematics 5-11, in the children use, represent and interpret their own statistics. The calculator sections emphasize straightforward calculation (right answers again) rather than explorations that further understanding of place value and op-

erations. There is a use for these books for teachers who are unsure of maths, as long as they rethink the approach, ask only one in ten of the questions, and expect the children to ask the other questions of themselves.

Impressions is a small booklet containing ideas developed by a group of Yorkshire primary teachers and educationalists at a weekend conference. The first part details variations of number games played on a grid, with suggestions for practice in addition, factorizing and multiplication. There are splendid questions and extensions with each game that expect open-ended investigation by the pupils.

Once the children understand the format of the game, they can generate their own variations for as long as they are interested and then they can be set a more difficult challenge. Junior children would be far better spending their time on this kind of activity than on pages of sums.

The second part of the booklet is a justification of the use of calculators with primary children, with some sample activities. Ken Tyler classifies calculator activities and he identifies the special nature of the calculator. I wish he had included more examples of activities to clarify his theory. One has to look at the Open University calculator pack, which he helped to write, to follow his argument in full.

Sheila Ebbutt

SMP 11-16
Levels 1 and 2 Inspection Pack £4.20
Level 1 Reference Pack £9.95
Level 2 Teacher's Guide £1.75
Level 2 Worksheet Masters £19.50
Level 2 Reference Pack £19.95
Level 2 Teacher's Guide £1.95
Level 2 Worksheet Masters £9.50
Levels 1 and 2 Learning Aids Reference Pack £4.65 plus VAT
All pupil booklets are available in packs of five copies of any single title—average price £2.25 per pack
Cambridge Educational.

The SMP 11-16 course is in two parts and aims to cater for the top 85 per cent of the ability range. The first part, arranged in four successive levels, is intended for years one and two of the secondary phase and is based on booklets which allow considerable organizational flexibility. From year three the scheme reverts to textbooks and consists of three parallel series each containing different coverage of the earlier material. To date only levels one and two of the booklet-based scheme have been available and it is these materials that this preliminary review now considers.

Two fundamental objectives appear

to have shaped the structure and character of the scheme. Reflecting an increasing awareness that children of age 11 require a wide range of provision in mathematics (see Cockerill's "seven year difference") is the stated intention that coverage of the material should vary considerably from pupil to pupil.

Although this is a generally accepted requirement of any mixed-ability organization, there is a growing realization that streaming/setting does not totally obviate this need. So it is that, while some children are expected to "by-pass" level one material and concentrate their attention on levels two, three and four, and accompanying extension material, it is accepted that others will hardly have completed level two by the end of their second year.

Alongside the flexible structure that such an objective imposes is the refreshing emphasis on context, purpose and concrete example. Partially hidden pictures are used effectively to illustrate early concepts in whole number and fractions; maps and photographs of the same location are cleverly combined and compared in one of the "Space" booklets, and in a later "Algebra" booklet the relationship between the numbers of footmen and

horses accompanying a queen's coach offers an excellent approach to formula construction.

For a scheme which was in preparation during the same period that the Cockerill Committee were collecting evidence, it is interesting to note how closely SMP 11-16 mirrors many of the recommendations of their report. There is the variation in pace and extent of syllabus coverage already mentioned, facility for individual and group work as well as class teaching, the relating of mathematics to other areas of the curriculum, practical work, games and puzzles where these are likely to reinforce understanding, and an acceptance of the electronic calculator as a legitimate computational aid.

Of course there will be minor criticisms and irritations. There are occasions when unnecessary prompts discourage pupils from thinking for themselves (eg "Work out 1/3 of 878 on the calculator—HINT you have to divide") and a tendency to treat the calculator as a number-crunching device to be used only when told to do so, its potential as a teaching aid in its own right is ignored. But these reservations may be shown to be premature with the publication of later levels.

A greater concern is the absence of open-ended mathematical inquiry within the main course. A real mathematician deals with new problems for which no answer may yet be known and no standard procedures exist. She has to try various approaches, some of which may turn out to be blind alleys, until a fruitful course is found. And if a solution is found, she needs to ask herself whether further and perhaps better solutions may also exist and whether such a solution set may be generalized.

All pupils deserve the opportunity to work in this sort of way. True SMP 11-16 offers extension material with an investigative flavour but as such it will not be seen as an essential element of the course, and is unlikely to be met by average and lower attaining pupils.

This having been said, and although there is as yet relatively little material on which to judge the scheme, it still shows considerable promise, and there is every indication that SMP 11-16 as a whole will eventually prove to be highly commendable. It is neither as abstract as earlier SMP, secondary courses (where the "sets" nor as boringly repetitive as SMP 1-13.

By my calculations a four-form-

entry comprehensive will need to spend a minimum of £500 on publishing material if it decides to base its work in years one and two on this scheme. There will be further costs duplicating from worksheet masters, supplying additional practical apparatus (eg plastic mirrors), and providing appropriate storage facilities.

Personally I found the inspection pack a totally inadequate introduction. Only when I was able to explore the reference packs, teacher's guides, worksheet masters, screening test, review books, and learning aids did I come to appreciate the full scope and complexity of the scheme. It then begins to dawn what a major task the preparation and administration of the scheme will be for those teachers and schools previously unaccustomed to offering a differentiated curriculum in individual and small-group mode. A modest but worthwhile task, though, one which these materials will make almost enjoyable!

Level 3 a and b are published this month, and level 3c (extension) follows shortly, with level 4 due out in March.

Simon Roff

Money Matters, Royal Mint
Information pack. Price £4.50
Available from the Royal Mint, 7 Grosvenor Gardens, London SW1 0BH.

Money Matters, Banking Information
Information pack. Price £4.50
Available from the Banking Information Service, 10 Lombard Street, London EC3B 3NG.

"Money" is a common topic in junior and middle schools. It is unfortunate that the kit of exemplar materials produced by the Schools Council's Place, Time and Society Project is so little used. Its conceptual approach was much more lively and worthwhile than the descriptive treatment exemplified by these two resource packs.

The first unit contains three sets of worksheets which examine the history of the coinage and trace the development and work of the Royal Mint. A "Time Chart" describes over 2,000 years of coin making in Britain. How Coins are Made shows the minting process from the melting of the metals and preparation of the coin dies through to the striking and packing of the coins. "Coins of the World" illus-

trates the variety of coins from many shapes and sizes from 90 of the overseas countries for whom the Royal Mint has produced coins. A teacher's booklet provides background information and 10 study sheets. The pack is intended for junior school pupils.

While the Banking Information Service is renowned for its assistance to younger pupils, the notes and pupil three charts, teacher's notes and pupil assignments. A "Time Chart" traces the development of the present day, and also outlines the growth of banking. Two "British Currency" charts portray very simply the different coins and coins currently used in Britain.

This explains some of the bank's services offered by the banks to their customers and to the community as a whole.

A set of each pack has already been sent free of charge to 24,000 junior schools in England and Wales, plus individual items from the packs may be obtained separately on the order form provided.

David Whitehead

Edword and Edword+
Word processing system for BBC micro.
Clwyd Technics Ltd, Dept EWP/E
Freeport, Flint, Chwyd, CH6 5YZ.
The User Pack costs £38.95, the
Teacher Pack £21.95 (disc) and
Edword+ £15 (plus p&p). There are
also cassette versions, Primary Guides
and quantity discounts.
Wordwise
A wordprocessor chip for the BBC
micro.
Computer Concepts, 16 Wayside,
Chippelield, Heris.
£39 + VAT and p&p.

A good educational word processing system for the BBC micro is clearly of immense value to schools. But what does this mean? Do schools need good materials for teaching the concepts and principles of word processing on a system whose capabilities are too limited for serious use by senior pupils and teachers? Or do they want word processing software which, because it functions differently from many current commercial word processing systems, makes better use of the BBC's limited memory space, and can cope with all the school's likely word processing needs?

The answer will depend on whether the school's primary interest is in teaching word processing, or in using word processing as a tool in any part of the curriculum. The choice is posed by the recent release of EDWORD, the MEB-supported word processing system published by Clwyd Technics. This presents the first real competition to Computer Concepts' WORDWISE ROM (which I reviewed in the TES of 19.11.82). Edword was designed specifically for educational use, and its developers are anxious to stress that the two systems are not competitors. Edword is a curriculum development project and much of their effort went into developing support materials.

There are two Edword packages: a User Pack which contains the word processing ROM and an excellent set of Teacher's Guidelines, overhead projector transparencies, wallcharts and a disc containing specimen documents

and printer configuration files. As the User Pack also contains a 108-page Reference Guide and a 242-page self-instructional guide, it is fair to say that Edword is well-supported by good quality printed materials. However, since the support materials will only be of value to users of the Edword ROM, this review compares its performance with Wordwise.

Edword certainly does some things better than Wordwise. For example, it is delightful to see underlining, centring and justifying happening on the screen. It is helpful always to have the document's filename visible. It is useful to be able to address a specific page and line number of a long document instead of having to scroll through until you find the bit you want.

Edword facilities are especially good for beginners. Any error condition causes a beep and a single key-press then elicits a message explaining the mistake. Also it is possible to show on the screen the (normally invisible) characters representing spaces and "hard" returns at the end of lines. This can be useful if unexpected things are happening to the lay-out, and is also fun to watch.

Do these advantages add up to a case for schools to abandon Wordwise in favour of Edword? Not in my view, for the list of pointers in the other direction is far longer. For a start, although Edword is much easier to learn than VIEW, the Acornsoft "professional" system, it lacks the simplicity and directness of Wordwise. Someone who can learn the main features of Wordwise in an hour might take at least four or five hours to master Edword and need nearer a week for

Edword insists on saving each revision of a file, which sounds like a good safety measure but actually can make difficulties for beginners. If you've been experimenting with revising one of the documents supplied on the sample disc and you want to escape

Script and screens

Jacquetta Megarry compares two word processing systems



without corrupting the original version, you have to use a special Command Q (explained on page 214 of the self-instructional guide).

Although the dangers of hitting the Break key are well-advised, the fact that it is adjacent to the crucial Command key seems to make accidents inevitable, especially in schools. Unlike Wordwise, there is no safety-net: one touch loses your document. Even if you have saved a previous version on disc, reloading it is impossible until you have found (on page 95 of the Reference Guide) how to leave Edword and "UNLOCK" it. Edword's habit of locking each file automatically while it is being revised is valuable for networking users but a nuisance for solo use.

It is regrettable that to operate any of the Disc Filing System commands

you have to leave Edword; in Wordwise they are all available and useful if you want to delete a file to make room on the disc, rename the current file to avoid wiping out its predecessor, or address a different disc drive. Even within Edword you have to reload the document and retype its filename every time you want to change mode from Create to Revise to View; a minor irritant to disc users and presumably a major annoyance to cassette users unless they can circumvent it.

Edword cannot cope with long documents, and is limited in its power to make changes to short ones. In 80-column mode you run out of memory after only 900 words (three-quarters of this review's 40-column mode gives you around 2250 words, still hardly generous. No advance warning is given of this problem: you can be left in mid-word with no alternative but to start deleting. Wordwise allows you 4000 words at a time and warns you before you reach the limit. Although you can move a block of Edword text, you cannot shift more than about 90 words at a time. This makes moving a long paragraph very tedious, compared with Wordwise's ability to move and copy blocks of unlimited length almost instantaneously.

Edword has no word-count. Many teachers have found Wordwise's effortless word-counts valuable in teaching creative writing, editing and pre-writing, as well as in the production of the school magazine. Edword's system for justifying seemed to produce a lot of "rivers of white" in the text: on occasion up to four spaces were padded between words. Its method of driving the printer (using the Epson MX82 for which it comes ready-configured) was very slow: it took 15 seconds to print seven words in bold underline. Only enlarged and bold effects are available for networking users, while double-strike or have a printer with Italic or other typefaces, Edword will not suit.

Most of Edword's operations on long documents seemed very laboured after Wordwise's split-second response. Edword took 30 seconds to scroll from the top to the bottom of a long document; you can take a shortcut to the top by escaping through Format. Justifying is fun to watch in slow-motion to begin with—but it soon palls. There is no automatic page-numbering or running headers/footers either, and you cannot preview double-spacing or page-breaks. Programmers of all ages will be sorry to find that Edword, unlike Wordwise, cannot be used to edit BASIC programs.

Perhaps the greatest loss of all is the ability to redefine the red keys. In Wordwise, these can be made to carry awkward names, letterheads and long lists of layout instructions. A program for redefining these keys automatically can be stored in a file on disc so that the system is fully customised. But in Edword you can only adapt the system to your printer, and only using very limited printer functions at that.

Edword has certain advantages for teaching word processing, notably support materials "Help" messages and ability to display spaces and hard returns. Edword+—a disc-based enhancement for disc and network users—will be released shortly and promises many of the missing features, though still lacking the memory space for extended documents. Nevertheless, for general educational purposes there is still a strong case for Wordwise. It can be learned very quickly by beginners, yet it has all the flexibility that a professional writer needs.

In relation to the question posed at the beginning, then, schools whose priority is to teach beginners about word processing may prefer Edword, whereas schools who want to use word processing as a serious educational tool may prefer Wordwise. A further question may help them to decide: do they want a system which focuses attention on format at the time of text entry like Edword? Clearly most of the traditional secretarial studies activities are assisted by seeing the finished page on-screen as it will appear on paper. Or is it preferable to enter and revise text freely, adjusting its format only once it is finalized as in Wordwise? Again, the answer will depend on the user's priorities.

Design features

by Chris Rivlin

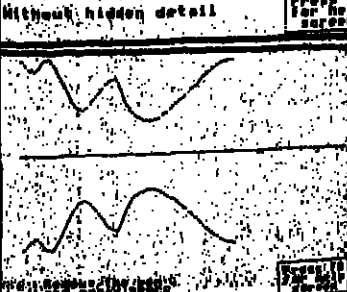
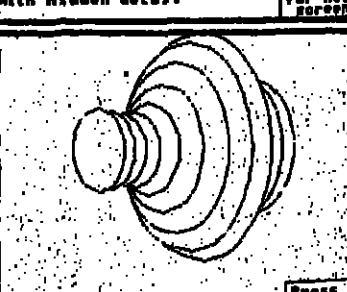
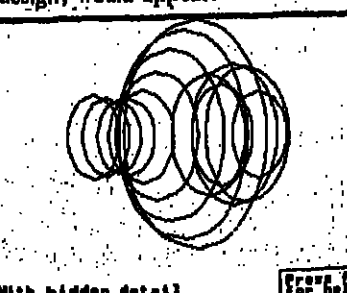
Computer-Aided Design
BBC and 3802 Microcomputers
Produced by Five Ways Software.
Published by Heinemann Computers
in Education Ltd.
BBC—disc and cassette; 3802—disc
£16.50 plus VAT

Computer-Aided Design shows just how hard it is to write good educational software. Fired with introductory intentions—"to provide an introduction to computer-aided design and give some insight into the importance of computers in modern industry"—Five Ways Software have produced a product whose usefulness is somewhat flawed.

Aimed at secondary school pupils, the package consists of a program on floppy disc and an instruction booklet. It allows the user to draw on the screen a shape that is symmetrical about a single axis (eg a wire, glass or candlestick), view a three-dimensional representation on a 3-D plot, and then machine it automatically on a lathe or plot it. Its intended users, so with the help of a group of fourth formers and the head of Craft Design Technology from a Manchester school, it was put to the test on a BBC micro.

The program is in three stages. To start with the user enters a number of points from the keyboard or via a joystick, that are displayed on one side of the central axis and which will define the profile of the shape. Everyone manages this without difficulty. On completion the computer connects the points with a smoothed line and adds the reflected profile to produce an outline.

The user is now presented with two options: either to view a 3-D version of the profile, or to create a 3-D model of the object. No one could create a 3-D model of the object, but as we soon discovered, the program is straightforward.



Though the commands are clear enough, control points are not displayed, effects sometimes unexpected and various curves and straight lines hard to achieve. On the other hand the 3-D views were highly effective. Considering many children (and adults for that matter) have problems in visualising 3-D objects from 3-D plans, here at least was the opportunity to see clearly how an object, you hadn't intended to design, would appear.

Five Ways suggest that the package might be used to demonstrate the topic to a class or by the pupils themselves. Without doubt the topic is relevant and the method chosen, simulation of commercial practices on a microcomputer, appropriate. An adult teacher could probably give an adequate demonstration, but many pupils would be frustrated by their lack of control over the shape. Furthermore, the non-existence of a convenient means of hard copy is highly unsatisfactory; a lot of hard work and nothing to show for it.

Presumably some time has been spent developing what is a fairly large and ambitious package. Certainly, clear and attractive screen layout, comprehensive command menus, the intelligent use of function keys and the apparent absence of bugs meant that with little prompting the pupils were able to operate efficiently if not always effectively. Interest was high, as indicated by pupils' reluctance to stop editing! The accompanying booklet, commissions aside, is carefully structured and explicit.

The market isn't flooded with similar programs and in some respects Five Ways are to be commended for effort. Their package, like the turtle's eggs, is good in parts. It could be bought on disc, but it really should be sent on tape for improvement.

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notes

MULTI-CULTURAL RESOURCES
Recent publications include the Association for the Teaching of Caribbean, African and Asian Literature's bibliography for primary to sixth form education (Contact Robert Bush, 8 Tynges Rd, London SE16 6JF); the Centre for Contemporary Studies' qualitative guide to resources, *Race Relations in the School Curriculum* (Centre for Contemporary Studies, Ingersoll House, 202 New North Rd, London N1); and a second edition of *Reflecting Society—a Catalogue of Resources for Cultural Diversity* by the Multi-Cultural Party (Faircloughs High School, Fairclough Avenue, New Addington, Croydon CR9).

Next week

Robert French surveys the modern language magazines to be found in classrooms.

MEDIA

David

RESOURCES

Do-it-yourself

Gerry Wilson outlines a card system for cataloguing the school resources library

The storing, cataloguing and indexing of book and non-book materials in a library resource system is a complex business and any major reorganization in a large school or college is best undertaken with the advice of a professional librarian. Many schools, however, have small resource collections and even smaller budgets, so they often cannot justify additional staff. This article outlines a simple low-cost "do-it-yourself" system.

Assuming that complex information technology is unavailable, or too expensive, there will be no computerized database or microfiche card readers; only basic materials, a series of catalogue drawers and catalogue cards, and the existing Dewey system which works adequately.

The first problem is storage. Audio-visual materials come in a variety of shapes and sizes and rarely fit on existing library shelves side by side with the books. However, available space, ideal or not, must be used. As long as information is readily available, almost any sensible storage system is workable. The catalogue becomes the key to both access and use.

Basic principles

- The overall resource organization must match the way in which the resources are used within the establishment (eg teacher or pupil-based system)
- The catalogue should be organized so that it can be readily understood by users and used easily
- The system devised should be easy to maintain and update to meet changing requirements
- It must be consistent

Information required

An efficient and effective system depends on the correct information being recorded. The standard information used in book catalogues will not suffice for audio-visual materials. The following general headings should be used as a framework. Some organizations may prefer to use their own headings and may have additional information requirements. This is perfectly acceptable provided the system is consistent throughout.

Subject or Topic Dewey No
Title
Author (or Photographer, Designer, Recorder)
Publisher/Distributor/Source
Cost

Description (content or coverage described in about twenty words)
Equipment (specify equipment required to view - make and model may sometimes be important)
Evaluation (comments on how useful the materials are)
Location (where the materials may be found)

Organizing information

A Dictionary Catalogue is a series of catalogues - essentially an alphabetical subject, title and author catalogue presented in one alphabetical sequence. It is easy to produce and simple to use, requiring no complex technology, specialist staff or significant changes. It can be fitted into an existing book catalogue or can stand alone as a separate catalogue. Most users have tended to incorporate their new audio-visual cards into their existing system to encourage a more integrated use of resources.

Producing the catalogue

Step 1. By examining existing resources and the school's curriculum, it should be possible to produce a list of key terms. These key terms with associated related terms form a basic subject index. Technically, this is the Thesaurus. A thesaurus of between 2,000 and 3,000 words will be more than adequate for most medium-sized resource collections.

It is important in producing the thesaurus to involve the teaching staff, because once produced it must be rigidly adhered to. Many detailed decisions must be made. Is there, for example, to be a heading PETS with separate cards for Dogs, Cats, Pythons, or is there one main card for ANIMALS generally and each animal on which material exists has its own card? Does WATER include Sea and Irrigation? Main sets and sub-sets must be carefully determined.

Step 2. The key terms and related terms should be entered onto the index cards. The first card in the series can be used to cross-reference the user to other headings. The initial card could look like this:

ANIMALS
see also:
Pets, Dogs, Cats, Zebras

as well as:

DOGS
see also:
Pets, Animals, Hunting

Step 3. The information cards now have to be prepared. These cards will contain the key term for the subject area taken from the thesaurus of agreed terms as well as the Dewey No for each item (some establishments may also find accession numbers useful where multiple copies exist). The bibliographic information described earlier should then be entered.

DOGS 636.7
Title: A Dog's Life
Author: A Brown
Publisher: Hegga Ltd
(London)

Cost: £30

Description: Brief history of dog as man's best friend. Various breeds

Equipment: Videotape, 1 hr, and VHS Recorder, Monitor

Evaluation: Useful topic, 2nd/3rd-form level, some complex language

Location: Video Collection Library

Step 4. The completed cards are collected, sorted into alphabetical order and inserted into the catalogue drawers.

Step 5. The staff and the pupils are taught how the system works.

Step 6. One member of staff should be given responsibility for making and updating the system. But no changes in thesaurus terms can be made unless there is agreement of the staff. The format of the cards should not be altered either.

This brief outline cannot hope to provide all the answers to the construction of a catalogue which can be universally applicable, but the basic framework described can be a starting point. The system may not be perfect but it is one that the school can produce for itself to match its own curriculum needs.

Provided that the initial planning is done carefully and the system is regularly maintained and evaluated, it will help to encourage a wider and more effective use of the resources in the school. The system is cheap, easy to use and, because it can be made to match the school's own curriculum, it works.

For further information see Producing Lists of Learning Materials, By B. Bewick, CET London 1979, ISBN 0 902204 91 2.

hardback folder. Tutors check it every week, parents and tutors sign it and messages may pass backwards and forwards via it.

The lesson-record sheet is an invaluable means of collecting information on each child's day. The sheet (copied on each child's day) is placed in the hardback folder by different children on different days and the left-hand side and a series of boxes on the right-hand side are used for recording the number of pupils in the class on each day. Each subject teacher uses a simple code to record the number of pupils in the class on each day. The sheet is also a very valuable tool in assessing effort and progress during a given time for tutor or subject-teacher evenings.

The homework diary is a specially printed and well worth the money. It contains a classwork and homework timetable and a very simple system for recording homework completion. It has a hardback folder, a series of boxes on the right-hand side are used for recording the number of pupils in the class on each day. The sheet is also a very valuable tool in assessing effort and progress during a given time for tutor or subject-teacher evenings.

Robin Chambers is a Headmaster of Stoke Newington School, London.

Loose leaf

Robin Chambers recommends a system for carrying and storing pupils' work

and writing in draft are kept in that one folder. Tutor time is placed at the beginning and at the end of the day. It is part of the tutor's job to see that the hardback folder goes home every evening, as it is part of the parent's job to see that it comes back every morning. For each subject studied, there is a soft-back folder which the subject teacher keeps. Within work which is finished and marked, it is stored in the soft-back folder. The folder is given to the pupil to ensure this is done. The folder is then placed in the hardback folder. The folder is then placed in the hardback folder.

Robin Chambers is a Headmaster of Stoke Newington School, London.

EXTRA

MODERN LANGUAGE TEACHING



Where have all the young men gone?

By Bob Powell

Among the many issues highlighted in last year's Department of Education and Science consultative paper on foreign languages, the question of sex differences in language learning was raised on several occasions. The appendices contained statistics in which figures for boys and girls were presented separately, and in the text itself there were frequent references to the numerical imbalance between the sexes noticeably once option choices had been made.

Not only do more girls than boys enter for public examinations in languages, we are told, but the imbalance is growing. Numbers of A-level entries are decreasing alarmingly. In the 1981 examinations only 1.4 per cent of male school leavers attempted a foreign language as opposed to 4.1 per cent of girls. In the mixed secondary school, in particular, the numbers of boys pursuing language courses may be declining even more dramatically than those percentages suggest. In a recent survey found only 5.5 boys studying a language in the two years of the sixth form in 39 mixed 11-18 comprehensive schools. In the same schools there were 39 girls on language courses. In other words, boys represented only one in seven of A-level foreign language students.

Some would blame it on the nation which allows its politicians and business people to go around assuming that everyone must speak English, or the media which provide a voice-over translation for every foreigner they meet. Others point to the restrictive nature of the level system and modern language teaching.

In reality, however, the damage, if it can be called that, is done much earlier in a pupil's career. After all, statistics of A-level entries are influenced to some extent by the pattern of candidature for language examinations at 16-plus. Here, girls outnumber boys by between two and three to one. Following the chain of decision-making one step lower on the secondary school ladder, we find, not surprisingly, that ratio being determined very precisely by the process of option choices in the third year.

To complete the picture, however, we need to consider the organization of foreign language provision in the lower school. Once setting takes place, it is quite usual to see the top sets for languages being composed of overwhelmingly girls. So, in the words of that song, where have all the young men gone?

In an attempt to ascertain the extent to which girls outnumber boys in the top sets, last year I surveyed setting arrangements in 50 mixed comprehensive schools. In virtually all of the schools some form of fine setting took place within or after broad banding or after mixed-ability classes. In the 30 schools which settled after mixed-ability teaching, 918 pupils found themselves in second year top sets, 630 were

girls (68.6 per cent) while 288 were boys (31.4 per cent).

In the third year the figures were similar, 931 pupils overall (626 girls (67.3 per cent) to 305 boys (32.7 per cent)). So the pattern for examination entries four years later could be said to be well established by the beginning of the second year. I even discovered one school where setting occurred as early as Christmas in the first year, and subsequently only two boys were deemed worthy of a top set place in January.

The survey also sought to identify the forms of assessment which ultimately decided the location of boys and girls in the sets. These ranged from primary school reports, IQ tests and aptitude tests (two schools), through graded tests (six schools) to formal written tests (20 schools), and coursework (25 schools).

By far the most frequently used methods, however, were the end of year test (35 schools), thought not always involving all language skills, and teacher grades on impression of classroom performance (36 schools). Very few relied solely on one factor but the heavy reliance on a limited range of tests and "impression" raises several questions in my mind. I doubt if I would have impressed my French teacher in my first contacts with that language. Indeed, my school report bears the evidence - I was utterly confused by the whole language learning process for well over a year. By today's standards I would probably be bottom set material.

Fortunately, our awareness of the damaging effects of sex stereotyping in education has increased rapidly over the past few years, thanks largely to a

vociferous and active lobby striving to increase the number of girls taking science. It is only relatively recently that attention is being paid to the lost opportunities for boys in the language arts.

So what measures may be taken to redress the balance or, at least, to encourage more boys to continue with languages beyond the option stage? No amount of propaganda will change the situation unless more boys receive what amounts to top set teaching. The very mention of positive discrimination is likely to make some people's temperature rise, yet I know several heads of department, male and female, who do take into account the fact that some able boys may be late developers so far as foreign languages are concerned and that setting lower goals for them too early may serve only to reinforce their low expectations of their own performance.

Retaining mixed-ability teaching for longer is a daunting prospect for most modern language teachers and may just highlight differences in pupil performance. There is no easy solution, but, from an organizational point of view, it appears that in schools where a

A new scheme and a new certificate

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EXTRA

To fill a gap

The Foreign Language at Work Scheme

The practical benefits - to the individual - of a working knowledge of a foreign language are self-evident. A greater knowledge of languages is likely to improve and widen employment prospects and job satisfaction in the longer term.

Today, Britain exports one third of its production: an increase in this proportion would result in more employment and ensure our prosperity. The number of people involved in exporting will inevitably grow, and so will the need for people who can speak a foreign language. Even if language skills do not help to produce a first job, they can significantly improve an employee's prospects of promotion or a posting overseas.

It is a regrettable fact that, with the present examination system, these students who will eventually require language skills in their jobs have to drop their study of languages after O levels in order to concentrate on sciences, engineering, and so on.

It is against this background that the Foreign Languages at Work scheme

has been launched. Sponsored jointly by the British Overseas Trade Board and the London Chamber of Commerce and Industry, the scheme is intended to encourage sixth-formers who have shown a linguistic promise up to 16 to maintain and extend their language proficiency. This new venture helps fill a gap which was identified in the consultative paper, *Foreign Languages in the Schools Curriculum* issued in 1983 by the Department of Education and Science and the Welsh Office.

The courses are designed to put languages to work in the context of everyday life and employment. The whole emphasis is on listening, speaking and reading - rather than writing - and current authentic material will be used. Courses are devised by the teachers themselves, within the centre's own resources, but in accordance to guidelines laid down by the British Overseas Trade Board and the London Chamber of Commerce and Industry.

Course consultants act as moderators

and at the end of the course successful candidates will receive a certificate, endorsed by the Board and Chamber, giving an outline description of the course together with a report on their linguistic strengths, prepared by the teacher and approved by the course consultant.

The scheme has the full support of the Duke of Kent, vice-chairman of the Overseas Trade Board, and he has written to Directors of Education throughout the country commending the scheme. In 1979, the BOTB published a report, *Foreign Languages for Overseas Trade*, which was prepared by a study group under the chairmanship of the Duke.

The scheme emphasizes the value of individual schools making close contact with local industry for two reasons. First, local companies who are already exporting should be able to help with foreign language material for the course - and contact with British exporters is an essential aspect of the Foreign Languages at Work concept. The second is to seek financial sponsorship for participation in the course.

Before the present launch of the scheme nationally, a pilot exercise was undertaken during the last educational year, 1982/83, when 14 schools took part. They ranged from the Cantonian High School in Cardiff to the Burleigh Community College in Loughborough. The British Forces overseas school in Germany - Cornwall School - ran a German course, and it is expected that the teaching materials developed there will be an especially useful resource.

As a result of the national scheme being launched, more than 1,100 inquiries have been received from all areas of the United Kingdom, including the Channel Islands and the Isle of



H.R.H. the Duke of Kent, vice-chairman of the Overseas Trade Board

Man. A national consultant has been appointed, based in Luton, by the scheme's management committee.

For some educational centres - who are undertaking this kind of communicative language teaching for the first time - the question of material can be a problem. To overcome any difficulties, in certain parts of the country notably the North-west, West Yorkshire, the South-west, Kent and the North-east, consortiums of schools are being formed and one of the prime purposes will be the joint development and exchange of teaching materials.

From the national response to the scheme so far, all the evidence is that the scheme meets a real need in stimulating and encouraging sixth-formers and their teachers to take a fresh look at foreign languages. Students as

well as teachers are becoming increasingly aware that a practical knowledge of foreign languages can both improve work prospects and job satisfaction together with widening and enhancing many social activities.

The Duke of Kent in his foreword to the report *Foreign Languages for Overseas Trade*, published by the BOTB in May 1979 said: "Industry and commerce should adopt a more positive attitude towards foreign language skills. In addition, there is a need for better liaison between firms and educational establishments if the language training requirements of industry and commerce are to be met adequately."

The Foreign Languages at Work Scheme is a positive endeavour to meet this need. It is up to both schools and industry to use it.

Adult initiatives

In these depressing times it is refreshing to find one area of work that appears to be stimulating growth. According to a book published last year by the University of Nottingham *The Training of Part-time Teachers of Adults* over 4,000 part-time tutors went on training courses in 1980-81, with over 400 courses of varying lengths and design. Despite the cuts in education budgets up and down the country the situation is described by the authors as "buoyant" and is very encouraging to all those who are anxious to see a more professional adult educational service.

The reason for the upsurge of interest in training is the development of the three stage scheme that was first recommended in 1978 by the Advisory Committee on the Supply and Education of Teachers (ACSET). In a report (known as the Haycocks Report) the committee proposed a three tier structure of training: stage 1 courses about 36 hours, stage 2 about 100 hours and finally stage 3 about 450 hours, which it was hoped would give fully qualified teacher status. Many I.E.A.s have supported the scheme, which is approved and validated through the Regional Advisory Councils, and by starting with modest stage 1 courses they have begun to prove the maxim that training creates demand for more training: the experience is that the trainees themselves have completed one part then want to continue to the next.

Where have all the young men gone?

pattern of broad banding persists into year three, the overall uptake in year four seems to improve and the numerical gap between the sexes is marginally reduced.

In presenting a case for considering boys deprived of access to sustained foreign language study, I am motivated not by male chauvinism but by the generally accepted definition of equality of educational opportunity in which the word "gender" is usually understood alongside "race" and "age". I also have a strong desire to improve the quality of education for all pupils both in their classroom experience and in the nature of the curriculum they receive within a school. These are all too often apparent in the curriculum and assessment of the curriculum. Finally, I place a high value on foreign

At the stage 2 level there is considerable debate about subject specialization which is not generally offered. The courses tend to be generic, with tutors from subjects as diverse as history, yoga, woodwork and type-writing being trained together. Some courses offer subject modules - perhaps a day or a weekend - during which an attempt is made to relate the rest of the course to the subject area, but there is always the difficulty of obtaining sufficient numbers to make these modules viable.

For some time now, language tutors have fared particularly badly on generic courses because of the particular problems language teaching presents, especially in the areas of methodology and syllabus development. The timely introduction, therefore, by the Royal Society of Arts of their Certificate in Teaching Languages to Adults has been welcomed by trainers, teachers and adult centres alike. The certificate was piloted at selected colleges and is now generally available. The syllabus was modelled on stage 2 guidelines and contains a high degree of continuous assessment and an emphasis on practical skills.

A course currently in progress has pioneered new ground in two ways. Firstly, two widely differing institutions have combined: Brighton Polytechnic, East Sussex, and Mole Valley Adult Education Institute, Surrey, to offer a course which, though

mainly run on two locations, involves joint Saturday sessions and an exchange of teaching staff.

Secondly, it is the first specialist course, thus giving the possibility of double certification to course members. The initiative is being watched with considerable interest by specialist groups such as the Pre-School Play Group Association and the Keep-Fit Association who have their own schemes, hitherto unrecognized in the three tier structure under ACSET.

The Royal Society of Arts is anxious to make the certificate more widely known to trainers in the adult field, and for this purpose held a conference in London when the syllabus was presented and problems of course design and planning were discussed. Because so much of the core content is common to stage 2 and other teacher-training courses it is hoped that many trainers will see the certificate as a specialist module for their language tutors, while students on their own as a full course if numbers warrant it. It is also expected to attract interest from higher and further education, where many language staff are without qualifications and could benefit from an in-service course tailored to their needs.

Further details about the scheme and conference report may be obtained from Frances Webster, RSA, John Adam Street, London WC2N 6EZ. Frances Webster

language education for all, for the duration of compulsory schooling because, among other things, I fear a system which permits such early, ill-advised specialization. Perhaps language teachers should now be looking forward more positively to a time when no school subject will be labelled male or female and when it will be perfectly normal for both boys and girls to learn a foreign language for

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EXTRA

Understanding comprehension

By Tony Lonsdale

Of the changes introduced into foreign language testing over recent years, the most significant - in terms of how it ought to have affected the teaching and learning of a language - is the multiple-choice comprehension test.

The acknowledgement by examining boards that understanding a language can be divorced from translating a language has officially endorsed the claim that native-language "interference" ought to be discouraged and, as far as possible, eliminated. One might therefore have expected fairly radical changes to result in teaching methods considered appropriate to this new style of testing.

Sadly, however, despite the fact that it has been in existence for almost 10 years, multiple-choice comprehension testing has made little impact on teaching and learning methods. There has been a steady increase in commercially produced materials designed to provide comprehension practice, but these have done nothing more than perpetuate the age-old precept that familiarity with a mode of assessment guarantees improved proficiency in language skills.

What has therefore happened is that methods deemed appropriate to one form of testing have been automatically transferred to another in spite of the very different demands and requirements of the comprehension-based syllabus. An obvious discrepancy thus emerges: on the one hand, the multiple-choice components provide the opportunity for teachers to approach foreign-language development in a less artificial manner than the translation-based (and biased) syllabus allows; on the other hand, however, the conventional native-language support for comprehension and acquisition continues to characterize teaching and learning methods.

There are two main reasons why this discrepancy exists. First, the majority of language teachers are themselves products of an era dominated by translation skills and could perhaps argue that techniques required for comprehension through the foreign language are alien to their learning

experience. Second, multiple-choice comprehension testing is not always a compulsory component and, in cases where it is so, it generally figures along with the more traditional skills of translation and/or prose composition.

Thus, for many teachers, the question of developing proficient understanding without native-language transfer need not arise.

In my own teaching experience, however, with my decision to offer as a one-year repeat course for sixth-form students the joint 16-plus syllabus devised by this area's examining boards, that question has arisen. The examination components of this syllabus are:

- Oral proficiency tested through role-play, oral picture-narrative, single-picture questions and conversation.
- Written proficiency tested through single-picture questions, picture composition, and letter-writing.
- Multiple-choice testing of listening and reading comprehension.

The sole function of the native-language is to provide instructions to candidates. Such a total departure from native-language support in modes of testing demands that the methods of teaching and learning the foreign language likewise abandon this support, for the only justification for decoding in English is if that process itself - or the reverse process of recoding from English - is a skill needed by the language user.

The fact that this is how the teacher acquired linguistic proficiency is of no importance in determining methods best suited to today's pupils. And the

claim that this is the only way a language can be acquired betrays a defeatist attitude which, if allowed to prevail, will halt any significant progress in improved language learning and teaching indefinitely.

Testing in the foreign language therefore demands teaching through the foreign language, a concept which, though generally accepted, is not always accurately interpreted. Foreign language teaching involves more than classroom communication or lesson delivery, for its effectiveness depends on the extent to which these activities influence and control the learning process by which the foreign language is assimilated, retained and later recalled.

The teaching approach to the language must serve as an example of the learning approach required, and it is with this objective in mind that the following teaching/learning scheme has been devised:

Intended for repeat O level students offering a variety of past "pedigrees", and thus familiar with a wide range of examination assessment methods, it takes as an introduction to language development through the foreign language the exercise, common to all previous syllabuses, of narrative composition based on a picture stimulus.

The scheme of work is divided into four structured phases reflecting a process of development through the function of items used:

- 1 Actions and parties involved.
- 2 Details of actions.
- 3 Details of parties involved.
- 4 Collating the above information. Oral and written narrative "output".

is therefore seen to be a structured activity progressing from a simple statement of action to which details are added according to appropriate adverbial and adjectival phrases and clauses. Comprehension stimuli are tackled initially as potential "input" material, and therefore as exercises in identifying information corresponding to these areas. The advantages of approaching language development in this way are that:

- 1 The user's awareness of choice in both receptive and productive skills is developed;
- 2 The method enables the retention and recall of contextualized items and thus;
- 3 It assists in establishing associations and links between items;
- 4 It helps in improving accuracy in language use by isolating problem-areas (for example the handling of tenses).

The most important practical change resulting from this is that the conventional method of storing items, the "do-it-yourself" bilingual catalogue of vocabulary, is no longer appropriate. Items are stored and recorded according to headings denoting their function - the information they provide - as illustrated in the following samples:

ou? - (1) en ville: en face de l'église/au coin de la rue etc.

ou? - (2) à la gare: au guichet/sur le quai/au train... (1) pour: pour prendre le bateau... pour aller... pour ne pas manquer l'autobus.

Vocabulary testing is designed to stimulate the pupil's awareness of choice by exploiting such exercises as word-associations, choosing definitions, matching statements of similar meaning, identifying opposites, offering or selecting alternatives, and so on. Materials are exploited and developed for their contribution to each successive stage, their "test" value being delayed until phase 4.

Translation-related skills have dominated foreign-language studies since they first took their place in the curriculum. Changes and reforms at present under discussion represent a new direction in this area which, in a sense, the advent of the multiple-choice comprehension test has heralded. But until and unless this new concept in testing exerts the same sort of influence on teaching and learning methods as its predecessor, there will be no significant progress made towards improved proficiency in our foreign-language learners. The implications of multiple-choice comprehension have not yet been fully understood.



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Tony Lonsdale is head of French at Newman Sixth-Form College, Preston.

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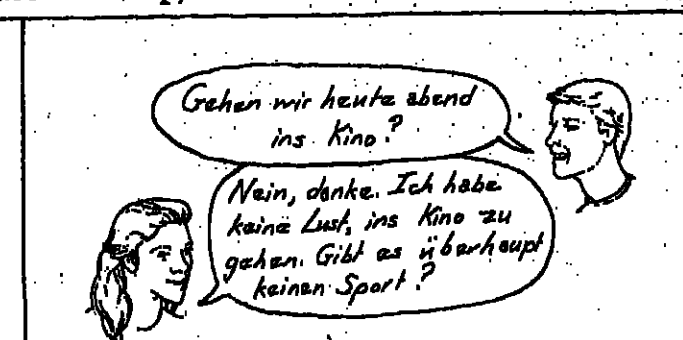
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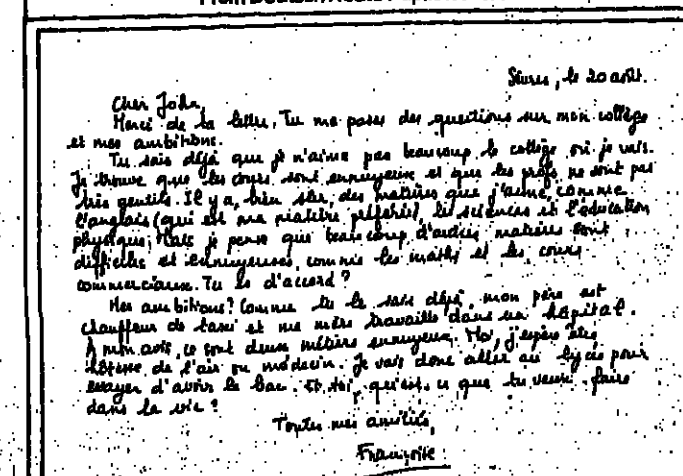
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EXTRA

On the spot

Testing the speaking skill in modern languages
By Alan Frith

It is too easy to neglect the speaking skill in modern language testing. Pupils need to know that their ability to speak the language they are learning (as well as to listen to it and read it) is regularly scrutinized. They also need to know at a given moment exactly what they are expected to be able to say.

The main problems are caused by lack of time. The time taken to carry out a one-to-one interview of each pupil in a class containing between 25 and 30 is more than most teachers can afford. Techniques like those used in public examinations – the use of role-playing cards, pictures, prepared questions to stimulate conversation between teacher and pupil – are largely impracticable. Some valuable alternatives have been proposed in which two or more pupils are tested at the same time by requiring them to perform playlets in front of the others, for example. A few problems still arise, however. There are the difficulties of organizing the activities, and, of course, the dangers that shy pupils may be disadvantaged and that those with less important roles may not have sufficient opportunity to demonstrate their prowess.

The four requirements of any testing procedure have been well described by Oller. Tests should have instructional value, they should be valid (that is, they should test what they purport to test), reliable (that is, the results should be the same, no matter how or when the test is administered, or by whom) and they should be practicable.

At our school we have developed a simple system which measures up quite well to these four requirements. It is, above all, a practicable system which can easily be inserted into a busy teaching timetable. It is not the unlikely in speaking tests. No system can ever make such a claim. The purpose of this article is merely to suggest one method which could supplement the few which already exist.

At the beginning of a teaching programme, pupils are given a printed sheet listing ten important tasks which we expect them to be able to do a few weeks later. They are required to copy this list (double-spaced) in their exercise books so that they can keep track and make notes while the teaching programme is under way. The tasks are expressed as functions and we normally tell them to put the words "I can" in big letters at the top. A typical list is given above (it is based on units 5-7 of Tricolore book 1).

When the time comes for the test to be administered, the pupils are told to decide for themselves the extent to which they are able to do the tasks

I CAN

- ask what the weather is like today.
- say what the weather is like today.
- say something I like doing.
- say something else I like doing.
- ask someone if they like music.
- ask someone if they like sport.
- say what today's date is.
- ask when a concert or a party or a football match takes place.
- ask how to get to a place in town.
- ask if there is a café or a post-office nearby.

TOTAL OUT OF TEN

listed. This is perhaps our sole major innovation, but it is one which has many desirable consequences. The only difficulty we have encountered is in explaining to pupils exactly what they have to do. To this end, the rubric on the original printed sheet is of prime importance. One of our attempts is given above right.

The catch is the spot check. It has two purposes. Its main purpose obviously is to make sure that the test is being used properly. The pupils are kept on their toes and, as will be seen later, the exercise seems more realistic. Second it serves as a time saver. Even when pupils ask themselves ten out of ten we only ask them to prove they can do about three of the items. It is always clear from this whether or not they have mastered the material and the teacher is able to carry out a thorough check on a class of 30 in less than half an hour.

We have witnessed several pleasing effects while operating this system. Some of them have been the fulfilment of our original objectives and others have been unexpected, welcome spin-offs.

Pupils enjoy using the forms and they always ask lots of questions while filling in their marks. They also look lots of things up in their exercise and textbooks and have been prompted, at least, to ask how exactly they should pronounce certain words. We allow

them to do these things right up to the moment they are spot-checked.

The forms give them a clear idea of what we expect them to be able to do and the words "I can" convey a subliminal message. A permanent record of personal achievement is one of the chief attractions of the system.

Children who have difficulty with reading and writing feel secure with these lists. They are exposed to them over a considerable period of time and are therefore able to grow accustomed to them. They also appreciate that one of the skills in which they have a fair amount of competence is at last being given due attention.

The lists should eventually serve as a helpful revision aid. We intend to ensure that items from earlier tests are repeated at regular intervals. In this way the children will realize that learning a language involves the steady build-up of a large amount of knowledge.

The test is seen by the children as a realistic and honest attempt to help them learn to speak French. To a large extent it mirrors the predicament of the learner immersed in a foreign country. When you are abroad you normally have plenty of time to consult your phrase book or dictionary (in our case the exercise and textbooks), you can listen carefully to the people around you (in our case friends and teacher), but ultimately – when you

Here's your chance to decide for yourself how many marks you should get for your French.

Look at the list of skills below. For each one you think you can do very well, give yourself a whole mark. You can give yourself half a mark if you think you could just about make yourself understood. But you cannot give yourself any marks at all if you think you wouldn't be able to get the message across to a French person.

When you've given yourself your marks, add them up and put the total in the box at the bottom of the page.

One last point: be honest! Your teacher will test you on some of the skills you say you can do and if it turns out that you can't do them you will lose all your marks!

are actually in the shop or on your pen-friend's doorstep – you find yourself on the spot!

By requiring the children to assess themselves we come to grips with the concept of validity: it seems from our limited trials that the children reach a clear understanding of what speaking a language actually involves. They are forced to reflect on their power of recall and their ability to mimic sounds. Such reflections probably take place subconsciously, but the self-assessment which follows could not take place without them.

It has been clearly stated above that this scheme is not seen as a panacea in the field of oral tests. There are serious drawbacks: some may wear off with time, but others are inherent in the system. We have found, for example, that pupils tend to rate themselves low: marks of one or two out of ten are not uncommon. It may be the case that the test itself is entirely reliable and simply reflects our failure to teach the pupils to speak French. It is also possible that the marks are bound to be unreliable during the initial period and that the children need to acquire confidence in using the test.

Despite the loss of reliability, we generally accept the pupils' own low estimations even when we are sure they are too low. What is more, we always carry out our threat to give no marks to anyone who is unlucky enough to fail in just one of their

alleged "skills". This threat adds spice to the proceedings. To remove it may increase the reliability of the marks in the short term, but in the long term it would be counter-productive and would disturb the character of the exercise.

A further drawback concerns the question of validity: at advanced levels the test will undoubtedly prove too limited. It is unlikely that it could be adapted to provide a valid test of the speaking skill at sophisticated levels of communication. The level at which we reach this point has yet to be ascertained.

In general, however, Oller's requirements are met. In nine cases out of ten our test is reliable. At a basic level it yields valid results. There is no doubt that it possesses considerable instructional value – the children look things up, ask questions and aim at accuracy as never before. Of major importance in this field is the fact that our test is practicable: it is easy to construct and it represents the little that can be taken often.

References: For example David Cross *The Oral Test: some practical solutions* The British Journal of Language Teaching Vol 20 No 2 Summer 1982 pp 93-5.

John W. Oller Jr. *Language Tests at School* Longman 1979 p4.

Alan Frith, is head of modern languages, Parklands Manor Comprehensive School, Dagenham, Essex.

NCLE Report

The National Congress on Languages in Education provides a forum for discussion among its constituent organizations of issues concerning languages and language in education. It attaches prime importance to the need for an agreed national policy or policy guidelines in this field. The standing committee, therefore, welcomed the opportunity to express its views on the Department of Education and Science consultative document *Foreign Languages in the School Curriculum*.

This appeared, last year, to be an invitation to all concerned to contribute to the formulation of national guidelines. The NCLE hopes that any such policy statements will include consideration of the relationship between foreign languages, the learning of English as mother tongue and other languages as mother tongue.

On the positive side, the NCLE welcomes the prominence given in the consultative paper to the need for language learning to be related to the world outside, and beyond school. Other promising features for which the NCLE has itself been campaigning over the years include the need for examination reform, and the need

to set realistic goals and encourage success. The increasing pressure for reducing the prominence of French in favour of other languages and the exhortations to teachers and administrators to achieve greater participation post-14 and in sixth-form are also to be welcomed.

However, it is vital that policy guidelines should be addressed to society in general, not just to the teaching profession, in order to give a positive lead in public attitudes. In the view of the standing committee, the document lacks and needs a powerfully and cogently presented "case" or "justification" for language learning.

For whatever reasons, perhaps because of its consultative nature, the document is tentative and cautious in tone and preoccupied with material constraints. There is also the tendency to catalogue failure, achievement, while understating positive movements such as the graded objective movement, the degree of unsuitability of 16-plus reform and the work of pioneering groups in the field of minority languages.

NCLE Report

continued

Evidence of such pioneering work has now been gathered together in the form of an NCLE volume entitled *Minority Community Languages in School* recently published by CILT. The book represents the endeavours of one of the working parties during the 1980-82 cycle of NCLE activities.

Meanwhile, the current two-year cycle will culminate this year with the fourth biennial assembly, to be held at the University of York in July. The working party on language awareness, after a successful conference at Leeds

early last year, has continued to attract interest from many quarters.

A newsletter is now distributed regularly and the mailing list increases weekly. The first couple of issues have recorded events across the country and other newsworthy items. There is also a list of speakers, mainly school teachers, who are prepared to talk about their practical experiences of curricular developments.

An interim bibliography produced by members of the working group has already sold out its first print run. A final bibliography will form part of the set of papers to be presented to the assembly in July. These will also include documentation of the eight case studies now taking place. Topics in the final publication will reflect the

wide range of language awareness programmes now operating. There will also be papers on syllabus design, evaluation and assessment, and implications for teacher training.

The second working party, language and languages 16-19, is now near to completing its work and has already submitted draft papers to the scrutiny of the standing committee. This group is making a bold attempt to present a tightly argued rationale for language education in the 16-19 age range.

At all points of their discussion they have sought to bridge that seemingly insurmountable gap between the teaching of foreign languages on the one hand and the teaching of English and communications on the other. They have also managed to survey

existing provision, in itself no mean achievement, and make recommendations for future course developments. The working parties' proposals will be drawn up with the prime aim of making all students in post-compulsory schooling:

- More sensitive to the social nature of language;
- More tolerant of language variety;
- More aware of the structures and registers they use in their first and other languages;
- More organized in their learning and use of language;
- And, ultimately, more interested in studying languages, including their own.

NCLE was formed eight years ago with the object of formulating recom-

mendations for policy and action by central government, local authorities, the constituent organizations and other appropriate bodies. NCLE is ready and anxious to play a full part in the process of negotiation if an effective national policy on language education is to be evolved. A clear set of policy proposals on foreign languages coming from the DES in 1984 would form an excellent starting point for such negotiations.

All inquiries about the work of the NCLE should be addressed to CILT, 20 Carlton House Terrace, London SW1Y 5AP.

This report was compiled by Bob Powell, member of the NCLE standing committee 1982-84.



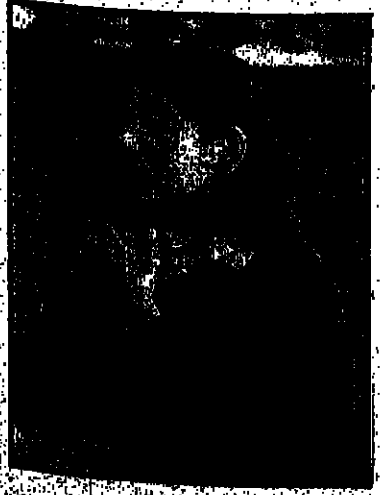
Nuisance

The Foreign-Language Barrier. By J A Large
Andre Deutsch £9.95. 0 233 97488 1

When so much scientific information is communicated in English, the inability of most British and American scientists to read Russian, German or Japanese is worse than a disaster: it is a nuisance and consequently unlikely to be remedied. As Dr Large points out, most surveys have shown that less than ten per cent of scientists in this country can manage Russian, probably the most important language for them to learn. English, and not all can even claim the necessary degree of proficiency in French to tackle papers on their own subjects. With some half of the world's scientific periodicals appearing in languages other than English, they have to be content with translations, abstracts or ignorance of the findings published in them.

There is not likely to be any sudden revival of interest in language courses for scientists, so most of the book is devoted to a survey of facilities for translation and the prospects for machine translation. In some limited fields, computer translation can be quite effective but in most it is only an auxiliary at best and Dr Large has some useful advice on how to get about obtaining the more conventional human product. He also examines the alternative of an international language and stresses above all the need for awareness of what is available through the study and publication of abstracts. In short, his work should contribute to making scientists realize how great a nuisance this is and the various ways in which it can be overcome.

Paul Caron



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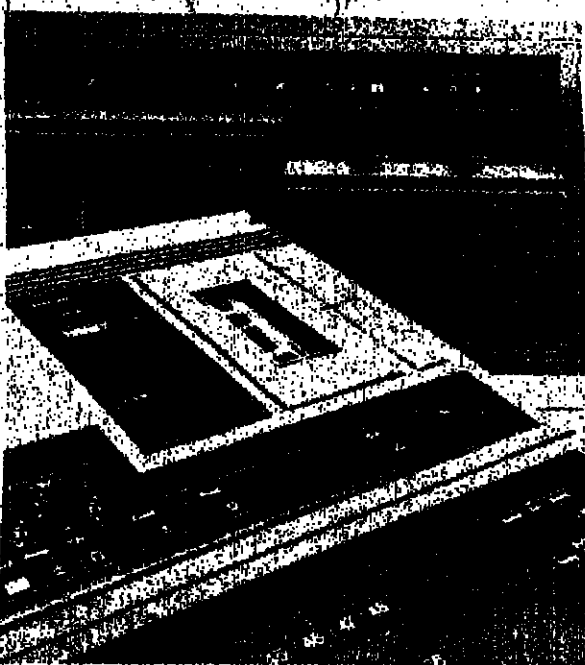
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Learning a language means, above all, learning how to communicate, how to understand, speak and act in real-life situations, how to cope with and respond to the diverse messages that come at a visitor from all sides in a foreign country. Real pieces of spoken and written language, authentic texts, consequently have a privileged place in language learning. They are what the language learner needs to understand and respond to; they are also models for his or her performance.

In the past decade, developments in language learning theory have placed increasing emphasis on the acquisition of communicative skills. Indeed, it may well be that a major reason for the poor take-up rate of foreign language courses in the sixth form is that traditional A level syllabuses are sadly lacking in any such emphasis. And yet, as the report *French 16-19: A New Perspective* (Hodder & Stoughton) indicates, communicative principles are particularly relevant to young people wanting to develop the linguistic tools to complement specialist qualifications in other fields.

An advanced language course should equip students with the knowledge, skills and confidence to feel at home in the foreign language environment. Authentic texts, samples of language as used in real life, should thus be at the heart of such a course. For texts contain items, patterns and principles that advanced learners will need to acquire; through them, students can develop confidence in understanding and expressing ideas, information and emotions.

Texts are the language of the home, the street, the shopping centre, of work or of recreation; they are the messages of the media, everywhere present for the foreign visitor as for the native. Texts are language as students learn to understand it; they are, equally, language as students gradually come to use it.

For advanced learners are to use the foreign language effectively as a means of communication, they will

need to do some quite ordinary things, largely neglected in traditional courses: to engage in conversation in office, café or campsite; to comprehend and discuss a radio or television news broadcast; to understand, note and communicate information in a telephone conversation; to read holiday or job advertisements and write an appropriate letter in response; to extract specific information from a brochure or instruction manual and act on it; to follow an anecdote or convey a personal experience; to grasp or present an argument. From these examples, it will be readily apparent that an advanced language course will need to develop the four language skills — listening, speaking, reading and writing — in varying combinations. Indeed, to talk of these skills as if they were separate and distinct is to neglect the reality of everyday language use.

As they learn to perform tasks such as those mentioned, advanced students will need to extend their mastery of the grammar and vocabulary of the foreign language. Yet while structures provide the cement to construct sentences with, and vocabulary items the necessary building blocks, these are, in everyday discourse, no more than means to an end: to convey ideas, express feelings, get things done. In course based on authentic texts, students will discover how to use the language appropriately, will increase their grasp of the ideas or *notions* transmits and the *functions* speakers use the language to perform in their daily lives. Such learning cannot take place in a cultural no man's land: carefully chosen texts constitute a means of exploring the ways of thinking, feeling and acting of a people, the foreign culture as students are likely to perceive it and relate to it.

In order to give coherence to an advanced language course, the teacher may choose to group texts around a series of themes: areas of personal or vocational interest, areas of shared public concern. In such an approach, texts representing a variety of language uses — conversation, descrip-

The real thing

Ralph Gaskell and Frank Corless on the value of authentic texts

tion, narrative, information — are grouped under thematic headings. Language tasks — comprehension work, transcription or summary, formal practice, conversation, composition — are linked in sequences of activities that support each other in terms of both language and content. A text may simply be used to provide ideas or information to be shared through communicative exchanges in the classroom; it may act as a stimulus for discussion or writing tasks.

In such cases, students are invited to respond to a text much as a native speaker might respond. Frequently, however, a text will be exploited quite deliberately as a source of language as well as of ideas, in an intensive treatment which encourages students to dig for language, to sift it, to shape it, and finally to use it for themselves. But effective learning demands an adequate methodology.

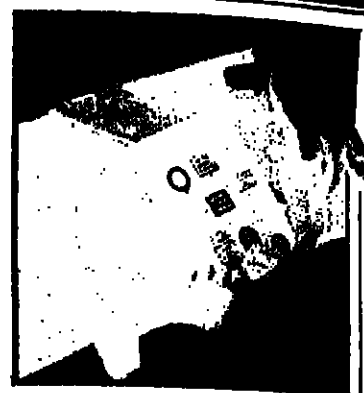
French 16-19: A New Perspective, the outcome of a study by post-16 teachers and lecturers, proposes just such a methodology. Intensive textual exploitation is seen by the authors in three stages: first *discovery* of the text, during which information, ideas, vocabulary, patterns, are identified, clarified, extracted and stored; then *practice* of the language, particularly its grammatical principles, its com-

municative functions, its stock of notions and concepts; finally spoken or written *production*, when language and ideas from the text are linked with what the student already knows and put to independent use. Fully worked examples of this approach may be found in the substantial appendix of *French 16-19*.

Whatever the character of a text and of its exploitation, students will, of course, work in the foreign language, using the skills of listening, speaking, reading and writing in combination. In the phase of relatively controlled *practice*, the teacher will help them to systematize the language; but before-hand, they will be encouraged, with the help of written guidelines, to *discover* each text on their own account; and in the final, *productive* phase, they will free themselves as far as possible from the dominance of both teacher and text. The purpose of this three-stage methodology is to bring about confident and independent language use.

To advanced students, the foreign language is, then, at once medium and message, for they seek both to acquire new ideas or insights and to make their own some of the language in which these are expressed. The active participation of students is therefore doubly important: in recognition of this, the teacher will need to adopt a flexible approach to the management of teaching and learning.

In the course of a sequence of activities based on a text or texts, the teacher may wish to work with the *whole class* to provide background information, suggest an approach or introduce key vocabulary items; similarly, he or she may bring the students together to check understanding, establish and practice a language principle, collect ideas, draw together threads. Between and between, however, students will need to work as *individuals*, listening or reading, noting facts or points of language; they will also need to work as *pairs* to seek and give information, compare notes, perform interactive tasks.



And small group activities offer an essential forum for the pooling of information, the exchange of ideas and opinions. Within a perspective such as that presented here, the teacher of advanced students is as much a facilitator of learning as purveyor of knowledge.

While the traditional A level syllabus tended to present the foreign language as an object for ritual contemplation, the newer syllabuses seek to develop practical, communicative skills.

The theme of this article is that if students are to learn to communicate confidently, the classroom must be a place where language is not simply talked about but is also used. Authentic texts constitute a vital focus for such an approach: they offer scope for learning activities which, with flexible management, will enable students to collect new information and achieve new insights, to acquire and apply the language in realistic ways. Authentic texts open a window on to the world; they offer scope for language learning which has practical relevance to everyday life.

Ralph Gaskell is a lecturer at Southampton Institute, London. Frank Corless is a lecturer in the Department of Education, Southampton University. They are currently engaged in producing a post O level French course, the first part of which is to be published by Hodder and Stoughton in 1985.

What's in a name?

asks Jasper Kay

During a recent bout of flu when the feverish mind can only grasp the most simple snippets of ideas, I found myself inexplicably repeating the names of language courses and textbooks. It was a disturbing experience. Who thinks up these titles? I found myself wondering and have they any idea what the people are like who are at the receiving end?

First of all there is the group which implies that we don't quite know what we are doing. *Wir lernen Deutsch* we are told, or rather more vaguely *Un, deux, trois, A propos or A la page*. (What do these titles mean?) Or, as if we have suddenly had a bright idea, *Allons en France*.

Then there is the gang bent on self-destruction, for who could possibly want to buy a book called *French — a new approach or Modern method French course or L —* its audio-visual French course? *Cours illustré* sounds slightly more inviting, as if it might offer a visual history of Longchamps or the Tour de France, but a quick glance inside will swiftly dispel any such enthusiasm. In any case an eager pupil looking up the word *cours* in a dictionary may well be put off French for life by the multitude of possible meanings.

Some French course books seem to have been commissioned by General de Gaulle, so fervent are they in their nationalism. Who could remain unmoved by cries of *En avant or Action! or Tricolore* or even the dust-covered *En route or En marche*? And what about *French for you* which sounds like part of a recruiting campaign?

The Germans are almost manic in their stirring appeals to us. *Vorwärts* they cry and we have a picture of a million innocent children swept along on a tide of fervent nationalism. They exhaust us even before we begin with their cries of *Mach mit and Sprich mal Deutsch and Komm mit*, all significantly in the second person singular. The assumption seems to be that all

foreigners are asleep. *Frisch auf you sluggard, Auf ins Rheinland! Mit zum Rhein!* and enjoy yourself! Even adults have been dragged away from the homely comforts of *Heute Abend* to be galvanized into action with *Deutsch Aktiv*, a kind of linguistic *Trimm-dich* course.

We often have the feeling that we are on a journey where no pause for rest is allowed. We are constantly *En route or En marche or Unterwegs*, and at an advanced level we are plodding to an over-receding *Panorama* called *Zeitpunkt Deutsch*. We have the depressing feeling that it will be *Deutsch 2000* before we get there.

Mysteriously however, we have *Angkommen* somewhere in the middle, but this is merely an illusion and could probably be liable under the Trades Description Act. Even more of a confidence trick is the beginner's course entitled *Ei voilà!* (This book incidentally is concerned with the family Ragot who run a restaurant! In the publisher's blurb which I read, they couldn't decide where to put the circumflex on their own name!) For an interminable trek across the Sahara *De jour en jour* would seem about right.

A recent trend in French books has produced confusing names like *Communications, Communiqué, Conversations/Situations and Compositions/Propositions* all no doubt part of a mean plot to trick us into ordering a set of the wrong books. My favourite in this field is *Coyote* (soon to be followed by *Foggy and Clegg*) which at first sight could be a gardening manual.

There are one or two interesting mystery names such as *Biberswald* and *Hexagon*, though I have my doubts about the Bavarian folklore in the first and the geometrical accuracy in the second.

We must all beware of the sinister elements gradually creeping in. Even the friendly *Eclair* threatens annihilation through an Act of God. But infinitely more terrifying is the *Spotlight* series which seems to promise interrogation under dazzling lights. And who heeds the foolish traveller who leaves these shores without his guide to 'Survival' in French, German or Spanish?

What are we to expect next? Will we soon be teaching from courses entitled *Haut ab! or Bel Frankenstein zu Hause or En apprenant à aimer les Français*? How about a national competition to produce course titles to appeal to all, in these days of cuts and economies, titles which cannot fail to turn everyone off?

Jasper Kay is head of languages, Linsington College, Cambridge.

A city for the student

continued

siding. In another designed to establish the role of Spain's three police forces, they were entertained by the Guardia Civil in the local barracks, returning with badges, magazines and other souvenirs. Students have even been given lessons in Almería's building by a local *matador*.

Each day of the two-week course is divided into three sessions, with the morning taken up by the assignments. Afternoons are generally recreational, with beach trips, sports activities or free time. For shopping or meeting Spanish friends, it is quite common, however, for students to request further assignments in the afternoon, or to form ad hoc workshops for discussion or practise further the morning's activity. These frequently include Spanish youngsters or *residencia* staff, and may take place on a café terrace over a *leche merengada* or fresh orange juice (squeezed on demand from local oranges).

The evening sessions are frequently occupied by the colourful and emotional Holy Week processions, which start about 9 o'clock. Not as grand, perhaps, as those of the famous tourist areas, Almería's festivities show a genuine and sincere devotion relatively untainted by commercialism.

The daily routine is frequently varied to accommodate special events or excursions. One, to the city of Granada, provides not only a fascinating glimpse of Moorish Spain through the fabulous Alhambra Palace, but as a bonus, is reached by a spectacular journey along and over the Sierra Nevada.

When initiated 13 years ago, the course catered simply for my own pupils. The travel and accommodation facilities can, however, take much greater numbers, and I have responded to requests from teachers in sympathy with the course objectives to include supervised groups from other schools. This year there will be students from 11 establishments, although with the small numbers taking a minority language the total group is still quite manageable.

The close control and supervision of this type of trip readily appeals to parents of younger students, although it has not deterred sixth formers, many of whom have followed an accelerated course leaving little time for extensive oral work or background study. Those with earlier experiences of an exchange situation often comment that the assignment structure obliges them to use the foreign language far more extensively and in a far greater variety of situations.

Contacts established over the years with a local coach operator, bank manager and education officer have helped considerably to provide in Almería a value-for-money educational experience which has evidently satisfied pupils and teachers alike. Most schools come some year after year, as do some pupils. Teachers themselves often do the assignments to improve fluency and extend their background knowledge, particularly if Spanish is their subsidiary language.

Numbers have grown steadily, and I am now considering a second course to coincide with Almería's *Fiestas del Verano*. If only I could run 20 years!

David J. Sumpter is deputy headmaster, Pearyn School, Cornwall. Also chief examiner for Spanish, South Western Examinations Board.

A city for the student

David Sumpter describes the courses he organizes in the Spanish city of Almería

Traditional school exchanges seem ideal for pupils to practise and extend their knowledge of a foreign language and culture, but I must confess that my own experiences, particularly where exchanges with Spain are concerned, have been disappointing.

Perhaps because of cultural differences, Spanish attitudes to children, or the reputation of *víjales de estudios* in Spain, my students rarely had a linguistic experience which matched my expectations. I was aware of surrendering control of an ideal learning opportunity to people unskilled in using such a facility to advantage, even if they were native speakers.

I therefore set myself the task of formulating a programme of language experience in situations which would introduce pupils to the Spanish way of life, and which would appeal to a wider range of ability and self-confidence than the more demanding exchange visit.

The location chosen for this activity was Almería, a coastal city in south east Spain. It is a city for the student rather than the tourist, with all the features of the 'typical' Spanish town of the course books: the *plaza mayor*, *plaza de toros*, gypsy quarter, markets, Moorish castle. Local industry includes fishing, salt-panning, agriculture (oranges, grapes and melons), and the making of Western film like *The Magnificent Seven*.

Most important, there is no regional accent or dialect to cause confusion. One of only four places in the world with more than three thousand hours of sunshine annually, Almería is climatically attractive. This sunshine is even exported (in Germany in the form of electricity produced by a giant solar energy plant in the mountains above the city, where one of the world's largest optical telescopes also takes advantage of the cloudless skies).

Almería has its own airport, and a direct and regular 'priced' flight from Gatwick takes only two hours. Accommodation for the school groups is a major problem, but eventually obtained through the Spanish Ministry of Education. The course is



The hooded *capuchinos* from the different parish groups take part in processions throughout Holy Week in Almería.

residencia which during term time houses secondary students from outlying villages. It provides, at very reasonable cost, ideal accommodation and recreational facilities. Food, although basic, is genuinely Spanish, of excellent quality and served in abundance. The domestic and administrative staff receive us for two weeks at Easter, and eagerly welcome us back year after year.

I planned the work-load of the course around practical assignments, introduced briefly, each day with vocabulary and background information as appropriate. Early assignments are largely observational. An awareness of Spanish geography, for example, is achieved through a simple competition involving war numberplates, which bear the initial letter or letters of the province of origin. Some, like Sevilla, Segovia, Salamanca and Santander cause confusion, but students readily seek native help, particularly when prizes are at stake. The conversational element steadily increases in the assignments which

follow. In the popular treasure hunt for example, students receive brief instruction in asking directions, and then set off in groups to find a given address by seeking help from passers-by. When they find it, a teacher stationed there gives them another address, and so on through several stages until, finally, they find the typical *café/pastería*. In front of a mouth-watering array of cakes and pastries. Successful treasure-hunters receive a suitable gastronomic reward for quite a demanding language exercise.

Clearly, the success of such assignments depends on the willingness of long-suffering *almorzenes* to respond to foreign interrogation. One good reason for basing the course on Almería is that, away from the tourist areas, it still regards an invasion of English students as something of a novelty. Some assignments therefore suggest all expectations. During one, based on the local railway station, students are given engine-driving lessons round the

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EXTRA

Fair exchange is no robbery

By David Rowles

Last year, at a briefing meeting for headteachers, their incoming exchange teacher was mischievously compared to the creature that was currently fascinating cinema audiences throughout the country - ET. The two beings, it was claimed, not only shared the same initials but both came from a strange planet, were misunderstood and initially unhappy, but later befriended and loved by children, and everyone cried when they went home.

A whimsical caricature, perhaps, but part of the mythology which surrounds the teacher exchange scheme, which, despite widespread publicity, still seems to be relatively unknown to a sizable number of teachers.

The Central Bureau for Educational Visits and Exchanges organizes post-to-post exchanges with France, the Federal Republic of Germany, Spain, Switzerland, Denmark, Austria, Belgium and the Soviet Union. The exchanges are for varying periods - a whole year, one term or half a term (the latter period being perhaps particularly attractive to teachers with demanding domestic commitments).

The scheme provides a unique opportunity for in-service training and professional development. It introduces new potential and resources into our own system, within a controlled situation, and enables two members of the profession to benefit from a single arrangement. The benefits to the outgoing British teacher - in terms of pedagogical refreshment, language proficiency and cultural awareness - are obvious; the benefits to the receiving British institution are twofold.

First, the presence of a native speaker can give an up-to-date picture to pupils and staff of all linguistic, social, artistic and political developments in his/her country; second, the British teacher abroad has an exceptional opportunity to gather resources and authentic documents, set up tape links, establish contacts for pupil exchanges and visits - all of which can be exploited on returning to this country.

It is a pity, however, that the experiences gained abroad are not exploited more - how often are

returning exchange teachers invited to share their acquired knowledge in structured discussions at either school or local authority level? Are there not, perhaps, other ways in which the returning teacher can make a contribution to curriculum development?

British teachers are motivated to exchange their post for an amalgam of different reasons: "To see French life", "To brush up my language", "Because I did not spend a year as an assistant", "I have started teaching German as a second foreign language", "For experience in teaching EFL", "To gain a deeper cultural experience than is possible through tourism, yet still involve my family", "My lessons are becoming dull - I need refreshment".

Having decided to apply, now convince your headteacher and other colleagues! This is not always a routine matter, since exchanges do undeniably add extra pressures, as well as extra colour, to receiving schools and headteacher reactions may be influenced by having heard of an unhappy exchange elsewhere (these always seem to be better publicized than the clear majority of successful exchanges).

However, many of the problems which may arise can be avoided if the incoming exchange teacher is well-prepared and well-informed and if the expectations of both school and teacher have been clearly and realistically established. A fair and balanced timetable and a supportive and sympathetic welcome from all teachers within the school will ease the induction. There may also be particular opportunities for professional development for some staff, who take on extra pastoral or curricular responsibilities in the absence of a senior colleague. Once the school and governing body has agreed to an exchange, the I.E.A. will usually support the venture, and matching meetings take place centrally to make appropriate partnerships.

On arrival in their new schools, partners on both sides of the Channel need a period of adaptation. British teachers must come to terms with



appropriate classroom management language, new marking and test procedures and, in France, the nuances of *cours de classe*. Few have difficulty in adapting to accepted methodological approaches and most seem to combine successfully their partner's style with their own experience and techniques. Classroom atmosphere seems to vary between (and within) different countries, ranging from the very formal to that in a particular German school where girls are encouraged to knit while the teacher does the talking. In nearly every case, the British teacher benefits from a lighter teaching load and has a much less demanding pastoral role than in this country.

Incoming exchange teachers are also motivated by a need for "recycling" and, hopefully, a spirit of adventure. They often face initial challenges which contrast with their normal experience and are sometimes confused by the actual workload (for example, 20 hours' contact time instead of perhaps 15); the size of some classes; the multiplicity of textbooks used; the surprisingly extensive use of English in foreign language lessons; difficulties in grasping the concept of, say, "European studies"; the need to re-adjust expectations levels; the importance of teacher/pupil relationships and attitudes; the requirement of their virtual permanent presence on site. Some also mention disciplinary problems in the third year (not, perhaps, the prerogative of the exchange teacher) the need for a glossary of usable language for class control, and, ironically, the fact that their own character-

istically Gallic handwriting is not apparently easily decipherable. The demands, it seems, are almost always greater on the incoming European teachers than on their partners but, in the vast majority of cases, they gradually learn to cope and adjust and there are, indeed, many accounts of reluctant and emotive farewells at the end of exchanges which started quite unpromisingly.

All exchanges are carefully monitored and, in an effort to improve the scheme, a Committee for Exchanges with Non-English Speaking Countries (CENESC) was set up in 1981 to advise the Central Bureau on possible developments. The committee consists of representatives from a wide educational field and includes teachers, i.e., advisers and administrators, teacher trainers, HMI and DES officials. Since its inception, the Bureau has been able to introduce regional briefings for headteachers likely to receive an exchange teacher, pre-induction courses for French teachers in their own country before departure, and an increasingly practical element to the long-established induction course in this country, now held early in the autumn term. In addition, modern language advisers are encouraged to establish very early contact with exchange teachers and to involve them in in-service training.

The scheme, then, is well-established and those who take part have no doubt as to its success. Comments from returning British teachers include "perfect", "a superb year", "a watershed in our lives", while French teachers talk of "une expérience riche".

"une envie renouvelée d'expérimenter" and a determination to teach "avec davantage de souplesse". The opportunities offered seem particularly appropriate at a time when:

● Teacher mobility in this country is so restricted;

● There is widespread discussion of objectives and methods which can only be enhanced by considering and comparing experiences from abroad;

● The continuing shift towards a more communicative approach will put greater stress on the fluency, confidence and background knowledge of all modern language teachers.

Nevertheless, as the recent DES consultative document, "Foreign Languages in the School Curriculum", points out: "Exchanges... are increasing slowly, but opportunities are not taken up by teachers as fully as they might be". There may be a number of reasons, both personal and professional, why teachers feel unable to take part in an exchange, but in some cases apparent inaccessibility may be a small price to pay for what is a rare chance not only to refresh and reappraise teaching tools and techniques, but also to gain in professional confidence and personal adaptability.

Certainly, the Central Bureau - or I.E.A. modern language advisers - will be happy to discuss all aspects of the scheme with any teachers interested. The address of the Central Bureau is: Seymour Mews House, Seymour Mews, London, W1H 9PE.

David Rowles is chairman of the CENESC.

Offer of help

Eleanor Caldwell on a W. German scheme to help British students

"You will never learn a language entirely successfully until you spend some time in the country. You must immerse yourself completely in the country's language and culture for a spell in order to begin to think in the language." How often does this statement ring round the modern languages classroom? And how often does it fall on the reluctant ears of language pupils?

The experience of modern language teachers - those who have spent a substantial period abroad during their own further education and training - fuels a very personal enthusiasm for direct contact with a culture. Teachers encourage their most promising pupils to seize any opportunity available to spend time abroad and to learn the language in a natural context that cannot be reproduced in the classroom or language laboratory, however efficiently run they may be.

This enthusiasm is, of course, to be applauded; it is the apparent reluctance of many language pupils to spend time in Germany, France, Spain, or wherever, which is viewed with concern. Although it can be enormously difficult to organize satisfactory private exchange visits for all pupils this is still the most effective form of visit abroad for individual pupils. Other possibilities are the school visit and the organized language course.

The first of these, and still by far the most popular option, is not the ideal

during the visit, pupils are not often faced with the sort of total immersion which so effectively accelerates absorption of idiom; the company of friends from home remains a relative to experiment in French or German conversation.

The formal language course, perhaps predictably, holds less appeal for most pupils, yet it is probably the most effective form of visit abroad. In most cases, the organized language course provides the ideal compromise between the individual exchange visit and the school visit.

Whereas on many school visits, pupils are accommodated as a group in a hotel or hostel, on language courses they normally enjoy the linguistic advantages afforded to the exchange pupil and live with a family. While the exchange pupil can, in certain circumstances, feel somewhat isolated, the pupil on an organized language course enjoys the security of the group and can rely on the British group-leader to solve any problems.

In terms of learning, the language course pupil, like the exchange pupil, has the opportunity of passive learning on a day-to-day basis with the host, but also has the additional benefit of a more active learning from a structured lesson. One process of learning, the other and provides what would seem to be an ideal framework for "real" language learning about which teachers are so enthusiastic.

Offer of help

continued

Why then are language courses of this type so under-subscribed? It seems that pupils' reluctance to join many of the commercially run courses currently on offer is due almost entirely to financial restrictions. In comparison to the school visit, a commercially-organized course is expensive and parents are uneasy about extra costs.

In recent years, the German Government has become aware of this tendency among British pupils. As there has been only inadequate provision for reasonably priced language courses in Germany, the Bonn Government has established a number of courses, organized through the *Pädagogischer Austauschdienst* (PAD), which is the exchange department of the Ministries of Education of the *Länder* - of the Federal Republic of Germany. These are held in various locations throughout Germany at Easter and in the summer.

When these were established, the PAD, in cooperation with the recognized course coordinators in Britain, announced that the selection of participants should be made on a competitive basis and that a number of grants would be made available to successful applicants, covering either in full or in part the cost of accommodation, tuition and programme expenses.

Strict criteria for applicants were set out by the PAD and the two main recruiting agencies in the United Kingdom (the Central Bureau for Educational Visits and Exchanges and International Study Programmes) aim to recruit sixth-form pupils with a very high degree of motivation not only to improve their knowledge of German but also with a genuine enthusiasm to get to know the country and its people.

In 1983, over 60 pupils from all over Britain benefited from a place on one of these subsidized courses. While experiencing life with a German family, they enjoyed the relative security of taking part in a structured course as a member of an accompanied group. Without the generous subsidy of the German Government, covering a large proportion of the fees, many of the participants would certainly not have been able to go.

The courses are held during the British school holidays but during the German school term, thus enabling British participants to mix with their German counterparts in a local school. British pupils attend a specially designed school course aimed at developing oral language skills and improving proficiency, particularly in colloquial language, and also have the opportunity of joining the young German in practical activities and games.

Unfortunately, despite promotion by both the British organizations nominated by the PAD to recruit pupils for these courses, many teachers have remained unaware of the scheme and many good pupils have consequently missed the chance to take part.

The PAD are therefore hoping that 1984 will be the year in which the message finally gets through to them.

Central Bureau for Educational Visits and Exchanges, Seymour Mews House, Seymour Mews, London W1H 9PE (01-486 5101). International Study Programmes, 176 Laver Hill, SW11 (0223 1471).

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Picture of performance

The first Survey of Foreign Languages for the Assessment of Performance Unit (APU).

By Peter Dickens

In June 1983, approximately 12,000 pupils in England, Wales and Northern Ireland took part in the first APU survey of foreign languages. This survey was designed to assess the performance in French, German and Spanish as first foreign languages of 13-year-old pupils in maintained and non-maintained schools.

This means that only pupils of that age group who had been learning French, German or Spanish as the principal foreign language for at least the previous two years, were considered for inclusion in the survey.

A representative sample of schools was selected to take part, and, within these schools, a number of pupils, randomly selected in the case of French and German, completed combinations of tests. The number of schools teaching Spanish as a first foreign language was found to be very small and, in this case, all pupils took part. The results are now being studied by the monitoring team at the National Foundation for Educational Research, and a report will be published by the end of 1984.

The Assessment of Performance Unit (APU) carries out surveys on behalf of the Department of Education and Science. Other national surveys, in mathematics, English language and science, have already been carried out in recent years, and in some cases involving pupils aged 11 and 15.

The 13-plus age group was chosen in the case of foreign languages, as the great majority of pupils are still learning a foreign language at that stage. Indeed, the huge increase in the number of pupils embarking on the study of a foreign language, following the reorganization of schools, had provided a pressing reason for including languages in the programme of APU surveys. There are no other nationally applied tests providing information about pupil performance below the age of 16.

The purpose of the APU surveys is to provide information about the levels of attainment of pupils across a wide range of ability and school background. To meet this purpose it was necessary to have an assessment framework for the foreign language tests which recognized the most modest achievement, and, at the same time, allowed for the highest levels of attainment.

The detailed picture of performance emerging from this national monitoring can therefore complement other more limited or qualitative kinds of assessment such as those carried out by Her Majesty's Inspectorate. This information, although aimed at a wider audience, should prove of particular value to all those connected with the teaching of foreign languages.

The assessment framework devised by the monitoring team had to reflect not only the complete range of per-

formance which might realistically be found among 13-year-old pupils, but also the different kinds of achievement which are the products of the diverse approaches which teachers are free to take in the early years of foreign language learning.

These requirements were met, on the one hand, by covering in the tests the topics likely to have been encountered by a national sample of pupils, and, on the other hand, by constructing each individual test so that the possibilities for performance at all levels are maximized.

Another requirement of the assessment framework was that it needed to be developed by reference to a coherent rationale. The APU working group which elaborated test guidelines ("Foreign Language" Assessment of Performance Unit 1980) acknowledged the growing consensus that foreign language learning was concerned primarily with communicative competence.

The belief was expressed that the tests used in the monitoring should "reflect the uses to which the learner may wish to put the foreign language now and in the near future". It is this view which determined the rationale of the assessment framework, and governed the detailed construction of the tests of listening, speaking, reading and writing used in the recent survey.

This communicative rationale was referred to at every stage in the development of the tests in each of the assessment areas, and in the development of positive marking procedures.

The monitoring team first identified a wide range of tasks by reference to the topics and settings detailed in the test guidelines, and by reviewing the content of the course material most commonly used by pupils in the age group.

The tasks were regarded as appropriate reference points for the development of test material. If they satisfied the criteria of usefulness and relevance - relevance that is to the experience which a 13-year-old pupil might have had - "getting to know someone in the foreign country" or "finding the way" are examples of appropriate tasks.

Aspects of the performance of these tasks may be "write about something in a letter to a penfriend", "read the information in the letter", "ask the boy you meet about himself and his family", or "listen to the directions". The framework of tasks was the source of material for each of the assessment areas; it prescribed what should be cued in the writing and speaking tests, and what texts and questions should be included in the listening and reading tests.

Another feature of the assessment model was the framework of "skills" which governed the construction of individual tests. In the listening and reading tests the items fall into one of



five categories - understanding isolated words, understanding words within a short text, understanding the subject of a text, understanding the message of a text, overall understanding of an extended text.

The framework of the writing and speaking tests also reflects a loose progression. In this case, from the closely structured to the open-ended. In the writing tests there are tasks involving copying, listing, giving personal information, describing and reporting, and in the speaking tests reading aloud, responding, questioning, describing and reporting.

By including in each test a wide range of tasks, there is scope for all pupils taking the tests, and, at the same time, no artificial ceiling is imposed on pupils capable of performing at the highest level.

The preparation of the test material included extensive pre-testing and a full scale pilot survey which was carried out in 1982. The process of reviewing its effectiveness continues with further surveys of French, in 1984 and 1985, in prospect.

These surveys involve not only the administration of foreign language

tests, but also an investigation into the school and learning background, and the attitudes of the pupils taking part. This information will appear, sometimes in conjunction with the results, in the report which is to be published later this year.

The results themselves will present a broad picture of pupil performance, by looking at achievement generally in the separate assessment areas of listening, speaking, reading and writing. The overall results will be supported by reference to performance in the separate categories of the listening and reading tests, and by a detailed description of the language produced by pupils to perform the different types of task included in the writing and speaking tests. The "skill" categories and the range of tasks have both been described in outline in this article.

A report of this kind aims partly to inform the general public about the performance of pupils in schools. In its detail, however, it should prove of special interest to all teachers of French, German or Spanish.

Peter Dickens is Principal Research Officer, NFER.

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Classified Advertisements

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				Geography	82				

Nursery Education

Headships

HERTFORDSHIRE
BATFORD NURSERY SCHOOL
 School Road, Harpenden, Herts. AL5 5HN
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

NORTHUMBERLAND

ST. ROBERT'S RC AIDED
 Oldgate, Morpeth NE61 1JG
 Group 3, 140 pupils aged 4-5.
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

Other Appointments

BERKSHIRE

CIPPERHAM NURSERY SCHOOL
 Church Lane, Caversham, Reading RG4 7AA
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

BRENT

LONDON BOROUGH OF GLADSTONE PARK INFANTS
 Gladstone Park, NW10
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

LONDON NW8
 Wanted experienced Nursery/Headship Teacher. 01-326 4584. 3 p.m. (8853) 100026

NEWHAM

LONDON BOROUGH OF NEWHAM
 School Road, London E16 6JY
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

SHEPHERD

EDUCATION DEPARTMENT
 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

WALTHAM FOREST

ON A QUAL OPPORTUNITY
 School Road, London E16 6JY
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

Primary School Education

Headships

AVON COUNTY

BAPTIST MILLS JM
 School Road, London E16 6JY
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

BRISTOL

SCHOOL OF ARTS
 School Road, London E16 6JY
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

Nursery Teachers

The expansion of the nursery education programme in Derbyshire has created a number of full time teaching posts in nursery classes throughout the County. Appointments are available from 1st April, 1984 and from 1st September, 1984.
 Additionally there are two posts for nursery teachers to work on a pilot project to develop nursery provision in neighbouring primary schools.
 Applications are invited from qualified nursery trained teachers.
 Further details and application forms may be obtained from the Director of Education, County Office, Matlock, Derbyshire. Telephone 622 3411. Extension 6456 please quote reference X/LG.
 Closing date for applications Friday 17th February, 1984.
 Please state whether you are a 1983 or 1984 college leaver.
 DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER

Primary School Education

Headships

AVON COUNTY

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HEADTEACHER

HORSHAM NURSERY SCHOOL

Horsham Park
 Horsham RH12 1RN
 Required April or September 1984 for the Group 2 Nursery School. Form and further details from Mid Sussex Area Education Officer, Beckworth House, Black Hill, Lindfield, Haywards Heath, West Sussex RH12 2DU on receipt of S.A.E. or telephone Lindfield 4321 ext. 26. Closing date: 17th February, 1984.

West Sussex

COUNTY COUNCIL

PRIMARY HEADSHIPS

continued

BARNET

LONDON BOROUGH OF BARNET
 School Road, London E16 6JY
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

CHROMER ROAD J.M.I.

SCHOOL
 School Road, London E16 6JY
 Headship vacant from September 1984.
 Applications from suitably qualified and experienced teachers to the County Education Officer, 11th Floor, City Centre, 100 Broad Street, Birmingham B1 2ET on 150016.

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ST. MARY'S HALL
Brighton
C. of E. Independent
Public School for Girls
(approx. 380)
Required for September.
Fully qualified graduate
to teach BIOLOGY up to
Advanced and Scholarship

level, ability to help with Middle School General Science on advantage. Experience not essential. Salary Burnham Scale with Government Superannuation.

Apply in writing with curriculum vitae and names and addresses of two referees to the Headmistress, St. Mary's Hall, Eastern Road, Brighton, Sussex BN2 3JF. (30323)

184824

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INDEPENDENT SCIENCE
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BIOLOGY

BESFORD HOUSE

SCHOOL

Eastbourne

Required for September

1984. A graduate to teach

Biology at A Level. Burnham

Scale 1. Salary £10,000

plus 10% for suitable

applicant and Government

Superannuation.

Apply in writing by

Wednesday 22nd February

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to the Headmaster, Bes-

ford House, Eastbourne,

East Sussex TN36 3JG.

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DEAN CLOSE SCHOOL

H.M.C., 430 pupils, 13

Co-educational boarding

and day

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Superannuation.

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qualifications and experi-

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addresses of two referees

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Close School, Gloucester,

Gloucestershire GL1 2JG.

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WOLFFS COLLEGE

JUNIOR SCHOOL

St. Edmund's College

Worcester

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applicant and Government

Superannuation.

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qualifications and experi-

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addresses of two referees

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College, Worcester,

Worcestershire WR1 2JG.

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Worcestershire WR1 2JG.

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WOLFFS COLLEGE

JUNIOR SCHOOL

St. Edmund's College

GWENT

MONMOUTH SCHOOL

Monmouth

Required for September

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Superannuation.

Apply in writing by

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Gwent NP23 5JG.

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PREP SCHOOLS
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By Subject Classification

Classics

Other Assistants

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KING'S BRITON JUNIOR SCHOOL
Hazelgrove House,
Yeovil, Somerset BA22
7JA
Tel: North Cadbury 40314
(I.A.P.S. 930 boys
Boarding and Day)

Required for September 1984 a qualified teacher of Latin to C level with some Junior French. Ability to help with extra curricular activities, especially games, an advantage. Temporary family accommodation available. Salary above Burnham.

Apply Headmaster with C.V. and telephone number of two referees to: 201624 (88013)

SUSSEX

BRAMLEY SCHOOL
East Grinstead, Sussex
RH19 3PD

(IAPS 610 boys; 170 boarders; 40 day)
Required for September 1984, a qualified, enthusiastic teacher of Latin to C level with some Junior French. Ability to help with extra curricular activities, especially games, an advantage. Temporary family accommodation available. Salary above Burnham.

Please apply with C.V. to: The Headmaster, 201624 (88013)

SURREY

KING'S HOUSE SCHOOL
Richmond, Surrey
(I.A.P.S. Day Preparatory School)

Required for September 1984 a qualified teacher of Latin to C level with some Junior French. Ability to help with extra curricular activities, especially games, an advantage. Temporary family accommodation available. Salary above Burnham.

Please apply with full particulars and names of two referees to the Headmaster, King's House School, 201624 (88013)

WORCESTERSHIRE

HILLTOP SCHOOL
10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

English

Heads of Department

LONDON

ARNOLD HOUSE SCHOOL
3, London Road, NW8 6LN

Required as from Summer Term 1984 an energetic and experienced teacher as Head of the English Department. Non residential. Salary above Burnham plus London Allowance.

Applications (with curriculum vitae and preferably telephone numbers of two referees) to the Headmaster, Arnold House School, 3, London Road, NW8 6LN. (88067) 202418

Geography

Other Assistants

WILTSHIRE

CHAFIN GROVE SCHOOL
Salisbury, Wilt. SP1 1LR
(Tel: 0723 333423)

Geography teacher required for September 1984 to teach through the senior part of the school to PS and AS standard. English as a support subject. The successful candidate will be given a candidate who can coach cricket or rugby, but this should not deter other well qualified applicants from applying. Owing to the school's location, an opportunity exists for a teacher to become responsible for a girls' boarding house in September 1984.

Salaries are Burnham Scale and the DES Pension Scheme in operation.

Applications should be made to the Headmaster, including C.V. and the names of two referees to: 201624 (88013)

Mathematics

Other Assistants

BRISTOL

BRISTOL GRAMMAR SCHOOL
Lower School
(925 boys and girls, aged 7-11)

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ilea colleges

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FA) award. LECTURER GRADE I (and one time post). On an incremental scale within the range of £5,649 to £20,735 depending on qualifications, training and experience. LECTURER II £7,215 to £11,568. Subject to formal approval. For all posts, unless otherwise stated, there is an equal opportunities policy. ILEA is an equal opportunities employer.

BRIXTON COLLEGE, 56 Brixton Hill, SW9 1GB

LECTURER II - SECRETARIAL SKILLS
A Lecturer II is required as soon as possible to be responsible for the Secretarial Skills section in which the following subjects are offered - Short-hand (Teeline and Pitman), Typewriting, audio typing, processing and reception skills. Duties include the administration of the section, assistance with the organisation of examinations and development of new and existing areas of work, particularly word processing.

Further details and application forms available from the Applications Secretary at the above address. Please quote reference B208 and enclose a stamped, self-addressed envelope. Closing date for receipt of application: 17 February, 1984.

CITY & EAST LONDON COLLEGE, Sunhill Row, EC1Y 8LQ

Tel: 01-425 6641
Department of Electrical Engineering

Required as soon as possible

TELECOMMUNICATIONS (Post 6314)

To teach primarily on the TEC Telecommunications Certificate course. In addition to Electrical and Electronic Principles the successful applicant should be able to teach Telephone Switching Systems. Applicants should have a degree, HNC or full Technological Certificate in Electronics or Telecommunications and have had relevant industrial experience. Teacher training is available to those without teaching experience.

LECTURER I IN ELECTRICAL INSTALLATION (Post 6313)

To teach the subjects of the CGLI 238 Part 1 and 2 Electrical Installation work. The successful applicant should have a degree, HNC or full Technological Certificate in Electronics or Telecommunications and have had relevant industrial experience. Teacher training is available to those without teaching experience.

Further details and an application form may be obtained from the Secretary to the Principal (Staffing), telephone 01-425 6641 and should be returned by 17 February, 1984.

IBLINGTON SIXTH FORM CENTRE, TEACHER OF SOCIAL STUDIES - (Post 2)

See the full advertisement in the relevant

COLLEGES OF FURTHER EDUCATION

HEREFORD AND WORCESTER COUNTY COUNCIL

NORTH WORCESTERSHIRE COLLEGE

Applications are invited from qualified teachers for the following post, vacant from 1st January, 1984

LECTURER I IN COMPUTER PROCESSING AND DATA PROCESSING

to teach Computer Studies and Data Processing on a variety of courses including 'A' Level Computer Science and Business Studies.

Salary Scale: Lecturer Grade I £5,649 - £20,735 per annum, according to qualifications and experience. Further particulars and application forms should be returned as soon as possible to the Principal, North Worcestershire College, 100, Stratford Road, Birmingham B60 2DQ (021-222 6000).

SOUTH THAMES COLLEGE, 100, Stratford Road, Birmingham B60 2DQ

Department of Secretarial and Clerical Studies

LECTURER IN DATA PREPARATION (Temporary)

Required from March to end of Summer term 1984, to teach data preparation and data processing to TQF, Preliminary Accounts and Computing, day release and school link courses. Duties will also include supervision of the data preparation section, and assisting with work experience placements and recruitment of students.

Applicants should be suitably qualified with appropriate commercial/industrial experience.

Application forms and further details obtainable from the Principal's Secretary, returnable within 14 days of appearance of advertisement. Please quote ref: SC/2-14 and enclose stamped addressed envelope.

SOUTHWARK COLLEGE, The Old, 581, IL2

LECTURER IN PHYSICAL EDUCATION

Required as soon as possible, it would be an advantage to be able to offer one or more of the following: Basketball, Netball, Volleyball, Dance, Outdoor Pursuits. Residential courses are an integral part of the Department's work. This post will involve extended college year work.

Applicants must be well qualified and have previous teaching experience.

TWO LECTURERS in General Studies

(1) Numeracy, mainly to teach, able students.

(2) Science, (O & A) and Basic Skills Communications, Social & Life Skills & Numeracy.

The post will involve extended college year work.

Further details and application forms available from the Secretary to the Principal (Staffing), telephone 01-425 6641 and should be returned by 17 February, 1984. (230)

HERTFORDSHIRE

EAST HERTS. COLLEGE, Hatfield, Herts. SG9 6AG

Required for 1st May, or as soon as possible thereafter

LECTURER IN COMPUTER SCIENCE

to teach computer science on a variety of courses including 'A' Level Computer Science and Business Studies.

Further details and application forms are obtainable from the Principal's Secretary, to whom they should be returned by 14 days of the date of this advertisement. (25470) 220026

KENT COUNTY COUNCIL, EDUCATION COMMITTEE

LECTURER IN ELECTRICAL AND ELECTRONIC ENGINEERING

to teach the above subject to City of Canterbury students. The successful applicant should hold a professional qualification, have relevant industrial experience and a teaching qualification. Salary Scale: £7,215 to £11,568.

Application forms and further details available from the Principal, Kent College of Higher and Further Education, 100, Stratford Road, Birmingham B60 2DQ (021-222 6000).

KINGSTON UPON THAMES ROYAL BOROUGH OF

LECTURER IN BUSINESS STUDIES

to teach Business Studies and to assist in BTEC Business Studies and business and retailing projects at the College.

Salary Scale: Lecturer I £5,649 to £20,735 per annum. Outer London Allowance of £615 per annum.

Application forms and further details obtainable from the Principal, Kingston College of Higher and Further Education, 100, Stratford Road, Birmingham B60 2DQ (021-222 6000).

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LANCASHIRE

COUNTY COUNCIL, EDUCATION COMMITTEE

Required for 1st May, or as soon as possible thereafter

LECTURER IN COMPUTER SCIENCE

to teach computer science on a variety of courses including 'A' Level Computer Science and Business Studies.

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Application forms and further details obtainable from the Principal, Kingston College of Higher and Further Education, 100, Stratford Road, Birmingham B60 2DQ (021-222 6000).

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NOTTINGHAMSHIRE

COUNTY COUNCIL, EDUCATION COMMITTEE

Required for 1st May, or as soon as possible thereafter

LECTURER IN COMPUTER SCIENCE

to teach computer science on a variety of courses including 'A' Level Computer Science and Business Studies.

Further details and application forms are obtainable from the Principal's Secretary, to whom they should be returned by 14 days of the date of this advertisement. (25470) 220026

KENT COUNTY COUNCIL, EDUCATION COMMITTEE

LECTURER IN ELECTRICAL AND ELECTRONIC ENGINEERING

to teach the above subject to City of Canterbury students. The successful applicant should hold a professional qualification, have relevant industrial experience and a teaching qualification. Salary Scale: £7,215 to £11,568.

Application forms and further details available from the Principal, Kent College of Higher and Further Education, 100, Stratford Road, Birmingham B60 2DQ (021-222 6000).

KINGSTON UPON THAMES ROYAL BOROUGH OF

LECTURER IN BUSINESS STUDIES

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Colleges and Departments of Art

Other Appointments

KIRKLEES
METROPOLITAN COUNCIL
EDUCATION SERVICES
DEPUTY CHIEF OF SERVICES
WILSON, D. J.
The Council is seeking a Deputy Chief of Services to be responsible for the day-to-day running of the Council's education services. The successful candidate will be responsible for the management of the Council's education services, including the management of the Council's education budget, the management of the Council's education staff, and the management of the Council's education facilities. The successful candidate will be responsible for the management of the Council's education services, including the management of the Council's education budget, the management of the Council's education staff, and the management of the Council's education facilities. The successful candidate will be responsible for the management of the Council's education services, including the management of the Council's education budget, the management of the Council's education staff, and the management of the Council's education facilities.

Polytechnics

Other Appointments

OXFORDSHIRE
OXFORD POLYTECHNIC
EDUCATION SERVICES
LECTURER IN SENIOR LECTURER
The Oxford Polytechnic is seeking a Lecturer in Senior Lecturer to be responsible for the day-to-day running of the Polytechnic's education services. The successful candidate will be responsible for the management of the Polytechnic's education services, including the management of the Polytechnic's education budget, the management of the Polytechnic's education staff, and the management of the Polytechnic's education facilities. The successful candidate will be responsible for the management of the Polytechnic's education services, including the management of the Polytechnic's education budget, the management of the Polytechnic's education staff, and the management of the Polytechnic's education facilities.

RAF College, Cranwell, Lincs

Lecturers

The Department of Specialist Ground Training Specialists in the training of RAF Engineer Officers and has vacancies for Lecturers as follows:

Computer Science To be responsible for lecturing in computer science and applications up to second degree level, developing and maintaining training facilities, preparing and updating subject content and monitoring and reporting on student progress. Candidates must have a degree in computer science or a closely related subject; a post-graduate qualification in computer science or engineering would be an advantage as would corporate membership of an engineering institution.

Materials Science To be responsible for: instruction in materials science, strength of materials and non-destructive testing up to second degree level; assisting in the development of training facilities; preparing and updating subject content; monitoring and reporting on student progress; assisting in the supervision of advanced pre-employment training students at external institutions and supervision and control of personnel and facilities. Candidates must have a degree in a relevant subject such as materials science or aeronautical/mechanical engineering with a minimum of a year's post-graduate experience in materials science and industrial experience in this field would be an advantage.

Behavioural Science To be responsible for: teaching, supervising and individual counselling with particular emphasis on interpersonal skills; assisting in the preparation, updating and development of training material and training facilities; and monitoring and reporting on student progress. Candidates must have a degree in behavioural science or a closely related subject; they should also normally have a post-graduate degree in this field. Experience of RAF operational unit and of teaching officers would be an advantage.

For all 3 posts applicants must be competent public speakers, preferably with relevant teaching experience at tertiary level. Salary: £14,400-£13,515 (Burnham scale, including a pensionable allowance for the longer working year). Starting salary according to qualifications and experience.

For further details and application forms (to be returned by 22 February 1984) write to Chief Service Commission, Alcon Link, Cranwell, Lincs. NG31 9BQ or telephone 0533 66331 (extending hours). Please quote ref. G/4152.

Ministry of Defence

University Appointments

BIRMINGHAM

UNIVERSITY OF BIRMINGHAM

FACULTY OF EDUCATION

ADMINISTRATIVE STUDIES IN EDUCATION

LECTURER IN COMMONWEALTH AND VERSEAS EDUCATION

DEPARTMENT OF EDUCATION

ADMINISTRATIVE STUDIES IN EDUCATION

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LECTURER IN COMMONWEALTH AND VERSEAS EDUCATION

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UNIVERSITY OF LANCASTER

DEPARTMENT OF EDUCATION

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ADMIN L.E.A.
continuedBIRMINGHAM
CITY OF BIRMINGHAM
EDUCATION
DEPARTMENTFurther Education Division
Birmingham 15 3AUDIRECTOR
BIRMINGHAM OPEN
LEARNING SYSTEM

The Local Authority is seeking to appoint a Director of the Birmingham Open Learning System. The successful candidate will be responsible for the development of open learning systems in Birmingham under a grant from the Open Tech Unit of the M.C.E.

The Director will be responsible for the overall management, delivery and development of the project and will be based at the Birmingham Open Learning Office, 15, Broad Street, Birmingham B1 2JN.

The post offers an exciting and unique opportunity to develop a major Open Learning System in Birmingham. The successful candidate will be responsible for the development of open learning systems in Birmingham under a grant from the Open Tech Unit of the M.C.E.

The post will be offered as a 3 year contract, secondment will be considered. Salary: £15,000 - £17,000. Further details from the Education Officer at the above address. Application forms to be returned with 14 days of advertisement. (66889) 450000

Child Care

KIRKLEES
METROPOLITAN
COUNCIL
DIRECTORATE OF
EDUCATIONAL SERVICES
PRINCIPAL CHILD CARE
OFFICER (Resident or
Non-Resident)

RESIDENTIAL SPECIAL
SCHOOL
Meltham, Muddersfield
Grade R004 27.191
£7,000 or £7,430
dependent upon
qualifications

Required at this school which caters for the needs of some 60 handicapped children aged 2 to 16 years. Sleeping-in allowances and board and lodging charges are in accordance with nationally agreed rates.

Application forms and further particulars (see page 10) may be obtained from the Director of Educational Services, Staffing Section, Oldgate House, 310, Oldgate, Manchester M14 6JW, to whom completed forms must be returned with 14 days of this advertisement. Please quote Job No. 1068.

The Council Operates a Trade Union Membership Agreement. Equal Opportunity Employer. (50888) 540000

Further details from the Education Officer at the above address. Application forms to be returned with 14 days of advertisement. (66889) 450000

Education
Psychologists

DORSET

TRAINEE EDUCATIONAL
PSYCHOLOGIST
(Temporary post)
Applications are invited for this post, payable at £10,000 per annum. The successful candidate will be expected to secure a place on a training course for the academic year 1984/85 for which secondment is offered.

Applicants must possess an Honours degree in Psychology or a teaching qualification and not less than two years' teaching experience. For application forms (to be returned by 22 February) and further details send two copies to the Education Staffing Officer, County Hall, Dorchester, Dorset DT1 1AB. (66889) 450000

Examiners

EAST ANGLIAN
EXAMINATIONS BOARD

Applications are invited for the following posts which relate to the 1984 examinations:

CHIEF EXAMINER: HISTORY (School Certificate, History Project, 13 - 16).

CHIEF EXAMINER: SCIENCE IN SOCIETY (C.E.E. level).

Further details of these posts are available from The Secretary, East Anglian Examinations Board, 10, Colchester Road, Colchester, Essex CO1 1JL. (66889) 450000

LONDON REGIONAL
EXAMINING BOARD

Applications are invited for the following posts for the 1984 examinations:

CHIEF EXAMINER FOR
TENDED EDUCATION.

Environmental Science.
Type-writing.

Application Forms and further details may be obtained from D.H. Board, Secretary to the Board, London Regional Examinations Board, 104, Strand, London WC2R 0ET, to whom completed application forms should be returned by Friday, 20 February 1984. (66889) 450000

THE ASSOCIATED
EXAMINING BOARD

The Board invites applications for the following posts for the 1984 examinations:

1. ASSISTANT EXAMINER FOR BRITISH INDUSTRIAL SOCIETY (C.E.E. level).

2. ASSISTANT MODERATOR FOR BRITISH INDUSTRIAL SOCIETY (C.E.E. level).

Applicants for these posts should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from The Secretary, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 24 February 1984. (66889) 450000

NORTHERN IRELAND
G.C.E. EXAMINATIONS
BOARD

APPOINTMENT OF CHIEF
EXAMINER

The Board invites applications for the post of Chief Examiner.

CHEMISTRY (ADVANCED)
Level

Applicants should hold appropriate qualification and have examining experience.

Application forms and further details may be obtained from: The Secretary, Northern Ireland G.C.E. Examinations Board, 43, Beechill Road, Belfast BT8 6DD. (66889) 450000

THE ASSOCIATED
EXAMINING BOARD

The Board invites applications for the post of Chief Examiner for the 1984 examinations.

Applicants should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from: The Secretary, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 24 February 1984. (66889) 450000

UNIVERSITY OF LONDON

University Entrance and School Examination Council
General Certificate of Education Examination

The Council invited applications for the following appointments:

MODERATORS

For immediate appointment

ARMENIAN, BENGALI, BULGARIAN, CHINESE, CZECH, DANISH, DUTCH, MODERN GREEK, GUJARATI, HUNGARIAN, JAPANESE, MALAY, MALTESE, NORWEGIAN, PERSIAN, PORTUGUESE, SANSKRIT, SERBO-CROAT, SWAHILI, SWEDISH, TAMIL, TURKISH, SHONA, NOBELE.

Applicants for the above should be graduates or hold other appropriate qualifications and should be under 65. Teaching or other relevant experience would be useful. Applicants may apply for more than one of these posts.

From 1st August, 1985

HISTORY OF ART, NUFFIELD CHEMISTRY, ENGLISH

Applicants should be graduates or hold appropriate qualifications and should be under 65 with five years' recent teaching experience at school, college or university level. Examining experience essential.

Application forms and further details may be obtained from The Secretary, University Entrance and School Examinations Council, University of London, Stewart House, 32 Russell Square, London WC1B 5DN. Completed application forms should be returned by 8th March 1984. (6619)

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for the post of

Chief Examiner

For C.D.T. — DESIGN AND REALISATION
AT ORDINARY LEVEL

This a new syllabus to be examined for the first time in 1986.

Applicants should have a degree of equivalent qualification in a relevant subject, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from The Secretary General (A15), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 24 February 1984. (66889) 450000

The London Chamber of Commerce
and Industry
Examinations Board

Applications are invited for the following:

Assistant
Examiners

for
Book-keeping (Elementary and
Intermediate Stages)

Application forms and further details may be obtained from: The London Chamber of Commerce and Industry Examinations Board (REF: P.J.T.), Marlborough House, Station Road, Sidcup, Kent DA15 7B.J. Tel 01-302 0281 Ext. 220. The closing date for applications is Friday 24 February 1984.

EXAMINERS
continuedROYAL SOCIETY OF
ARTS EXAMINATIONS
BOARD

8 John Adam Street, London
WC2N 6EZ
01-839 3566

Chief Examiners are required for the following subjects:

Shortland
Typewriting*
Audio-Typewriting*
Shortland-Typewriting*
Office Practice

Secretarial Duties
Medical Shortland-Type-
writing*

Medical Audio-Type-
writing*
Teacher's Diploma in Type-
writing Part 1

For these subjects preference will be given to those with recent experience with the Royal Society of Arts Examinations Board. Applicants may be asked to serve as an Assistant Examiner.

Applicants for all posts should normally have a recognised teaching qualification and experience in the relevant subject and to date knowledge/experience of the office situation.

Application forms may be obtained from the Office Secretary at the above address. (66889) 450000

THE ASSOCIATED
EXAMINING BOARD

The Board invites applications for the following posts for the 1984 examinations:

1. ASSISTANT EXAMINER FOR DRESSES (217) ADV. LEVEL.

2. ASSISTANT EXAMINER FOR DRESSES (217) ADV. LEVEL.

3. ASSISTANT EXAMINER FOR DRESSES (217) ADV. LEVEL.

Applicants for these posts should have a degree or equivalent qualification in a relevant subject and a minimum of four years' recent relevant teaching experience.

Further information and application forms may be obtained from: The Secretary, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 24 February 1984. (66889) 450000

YORKSHIRE AND
RUMBERSIDE
REGIONAL EXAMINATIONS
BOARD

Applications are invited from graduates for the posts listed below:

Chief Examiner
Chief Examiner
Chief Examiner
Chief Examiner

Chief Examiner
Chief Examiner
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Chief Examiner

Miscellaneous

BRADFORD

GINGERBREAD NEEDS:
Full Time Tutor/Administrator

Full time Tutor/Administrator to develop and deliver a programme of educational activities for G.C.E. candidates. Salary £2,700 p.a. plus expenses.

Please write for details to: The Director of Education, Bradford City Council, 15th February 1984. (66889) 450000

For further details of the post, please contact the Secondary Education Manager at the above address. (66889) 450000

DERBYSHIRE

PERIPATETIC
TEACHER (SCALE 3)

Required from the beginning of the autumn term 1984.

For further details of the post, please contact the Secondary Education Manager at the above address. (66889) 450000

DURHAM

COUNCIL OF
TECHNICIANS

Two teachers are required to deal with the repair and maintenance of microcomputers and their peripherals. The persons appointed will be required to find at least one pupil level on digital and analogue systems and offer technical assistance.

Applicants should have a recognised teaching qualification and experience in the relevant subject and to date knowledge/experience of the office situation.

Application forms may be obtained from the Office Secretary at the above address. (66889) 450000

Applicants for all posts should normally have a recognised teaching qualification and experience in the relevant subject and to date knowledge/experience of the office situation.

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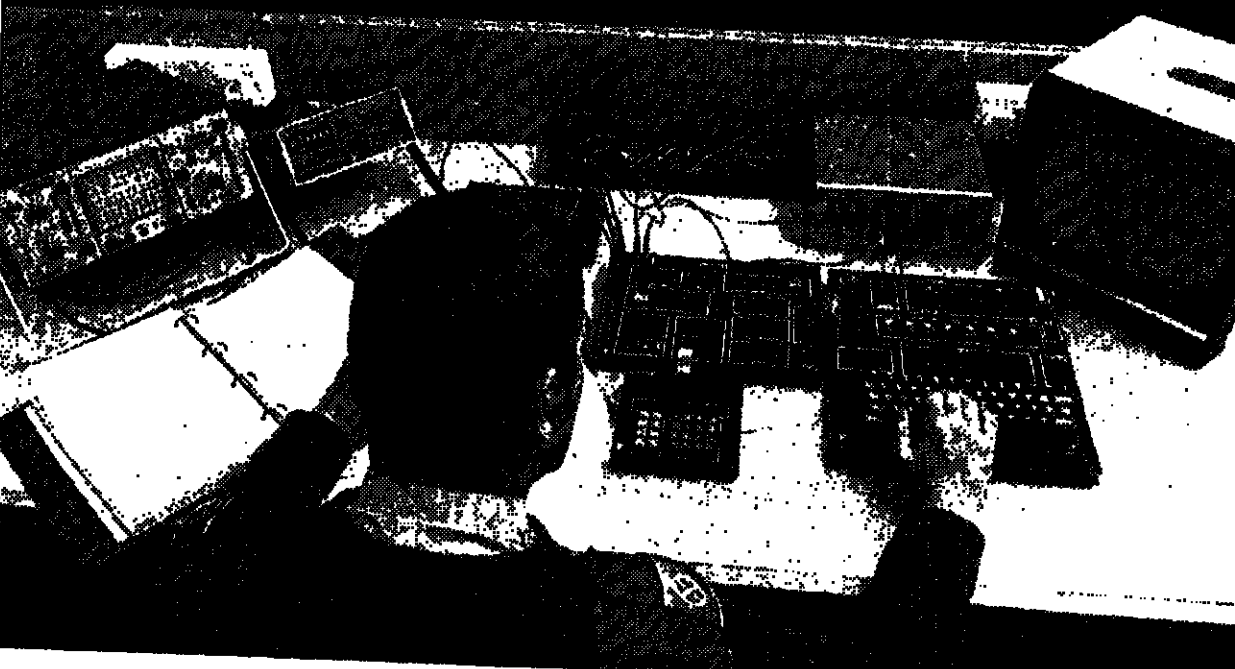
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Are you as keen to teach as
our technicians are to learn?

We hope you're one of those teachers who thoroughly enjoys teaching.

Who doesn't mind letting his enthusiasm show. Because we have some very keen and responsible pupils for you to train.

Our pupils are the RAF's technicians of tomorrow. Some of the brightest and most highly motivated young men and women in Britain with a voracious appetite for learning.

But without dedicated teaching their careers wouldn't get off the ground. And without our technicians neither would the RAF.

Hence the importance of your role as a Royal Air Force Education Officer.

What's more, we'll give you every facility to fulfil that role effectively.

You see, we believe in "hands on" teaching. Giving each pupil the chance to get grips with the machine. Be it an oscilloscope or a jet engine, he'll learn more, quicker, if he's working in a small group.

But the instruction of the trainee technicians is only part of the job.

There are also numerous opportunities throughout the RAF for additional responsibilities.

Such as keeping all ranks - from airmen to officers - abreast of the

continual advances being made in electronics, computer technology, radar, electrical and aeronautical engineering. Advances which can only be applied effectively if they're taught effectively.

What now?

You don't need to be a qualified teacher because if you're not already experienced, we'll teach you the art of teaching. But you should have a degree in engineering, physics, mathematics or a computing discipline or you may apply if you have an HNC or TECHC in an engineering subject, together with a GCE 'O' level in English Language (or equivalent). Alternatively, if you do have a teaching qualification it must be with mathematics or physics. We also have some vacancies for linguists - especially German speaking.

You can apply for a four-to-six-year gratuity-paying Short Service Commission or a pensionable, permanent commission.

Write to Group Captain J.F. Boon, FRM, RAF, at RAF Officer Careers, 602/TC8, London Road, Stanmore, Middlesex HA7 4PZ, or call in at any RAF Careers Information Office.

Please include your date of birth and present and/or intended qualifications. Age on entry up to 39. Formal application must be made in the UK.

Education
& Training

RAF Officer

Technical Author
Gloucestershire

We are looking for experienced Grade I or Grade II Lecturers who would be interested in a challenging and exciting career in technical writing within a highly technology environment.

Racal-Redac are the world's leading supplier of computer-aided engineering systems to the electronics industry. We are utilising the most advanced electronics technology and computer techniques to ensure that we retain our predominant position in this rapidly expanding market.

We need the combined skills of a writer and a teacher to produce easy to understand training manuals for our customers. This interesting post will involve close liaison

with our Marketing Department in the development of the total training package. You will need to display a proficiency in the written word and hold a degree or HND in an appropriate discipline.

Racal-Redac, as part of the Racal Electronics Group, can offer you above average employment conditions and the opportunity to work at the forefront of technology in the rural surroundings of Gloucestershire.

Please apply with details of age, experience and current salary to:

Brian Ashcroft, Senior Personnel Officer, Racal-Redac Limited, Newtown, Tewkesbury, Gloucestershire. (0684) 294161

RACAL-REDAC
COMPUTER AIDS FOR ELECTRONIC ENGINEERING

World leaders in electronics



Social Services

NON-RESIDENT TEACHER
(GENERAL SUBJECTS)

Salary Scale: Burnham 1 + £1,058 per annum
Approved School Allowance.

SLYNEDALES, SLYNE ROAD, LANCASTER

Slynedaes is a Category 'B' Assessment Centre accommodating 16 disturbed and deviant girls aged 10-17 who require assessment. Education is provided on the premises.

The person appointed will be a vital member of a multi-disciplinary team covering the caring, education and assessment of processes. He/she should have the capacity to provide individual schemes of work in general subjects for girls of varying ability.

Experience of teaching adolescent girls would be an advantage, and this post is not considered suitable for recently qualified teachers.

For informal enquiries, contact the Superintendent, Mr. G. M. Yates, telephone: Lancaster 67973.

Application forms and further details from Director of Social Services, Duchy House, 96 Lancaster Road, Preston, Telephone: Preston 284267. (Please quote Ref: B2/KA).

Closing date: 17th February, 1984.

Lancashire
County Council

(2380)

Social Services

Play Language Specialist

£3,302-£3,687 p.a. inc. (Under review)

We need someone who is sympathetic to the idea of extending play opportunities and developing language skills which children from a multi-racial background.

The person appointed will work closely with other colleagues in order to plan and carry out complementary play/language activities with individual or groups of children. We are looking for someone with assessment, observation, and monitoring skills.

Relevant professional qualification and experience of working with groups in day care setting is considered desirable.

Informal enquiries to Linda Brock or Barbara French on 01741 1677, Ext 218 & 208.

Application forms from Staff Section, London Borough of Hammersmith & Fulham, Tel 01748 7820 (24-hour answering service), quoting ref: SD/VPL.

APPLICATIONS WELCOME FROM DISABLED PEOPLE

For application forms and further details write to: The Secretary, University Entrance and School Examinations Council, University of London, Stewart House, 32 Russell Square, London WC1B 5DN. (66889) 450000

Hammersmith
& Fulham

